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Designed for teachers and administrators, this curriculum guide outlines the aims, techniques, contents, and scope of language instruction at the various levels. Topics detailed include the language laboratory, summer institutes and camps, team teaching, teacher qualifications, materials selection, foreign study, exchange programs, tests, and evaluation methods. A brief bibliography of general and specific references for teachers is given. Appendixes include a project on bilingual education and briefer discussions of advanced placement, the use of a native aide in the classroom, and audiovisual aids. (DS)

State of Delaware
Department of Public Instruction
Dover

FOREIGN LANGUAGE

A GUIDE
TO CURRICULUM DEVELOPMENT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

DOVER

FOREIGN LANGUAGE

A GUIDE TO CURRICULUM DEVELOPMENT

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This guide is dedicated to those who are working diligently to provide for the schools of Delaware a foreign language curriculum which recognizes that the student is a member of an international as well as a national society.

FOREWORD

The United States is the only major power which does not require the student to learn to communicate with at least one other linguistically different culture in the language of that culture. Realizing that monolingualism limits one's perspective in one's world, the persons who have developed this guide are of the opinion that it is the responsibility of the schools in Delaware to provide programs of study which enable the student to become fluent in a language other than his own. Further, they believe that a study of the Latin and Greek languages is invaluable in providing the student with an understanding of the roots of the civilization which gave rise to his own.

A depth of cross-cultural understanding gained in the added dimension of another language is one of the greatest needs of our times.

PURPOSE OF GUIDE

This guide for curriculum development in the foreign languages, to which all teachers of foreign language in the State have been invited to contribute, has been written to promote at the local level further long-range planning in curriculum which reflects the dynamic nature of our times. The guide is not intended to be prescriptive, but suggestive. It is expected, however, that teachers and administrators will find within it certain ideas which they will want to incorporate immediately into their programs and others which they will include in their plans for future growth.

The guide is not intended to be static; it, too, like curriculum, must be continually reevaluated, continually refreshed with new ideas that will bring greater reality and motivation to the teaching of foreign languages. Within it as it stands, however, are seeds for building programs in this area which may provide opportunities for students in Delaware to become bilingual and bicultural.

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CHAPTER I

LANGUAGE AND LEARNING

Goals of Foreign Language Study

Values of Foreign Language Study

The Nature of Language

Characteristics of the Language Learner

Expectations of the Language Learner

Advice to the Language Learner

GOALS IN FOREIGN LANGUAGE STUDY

The overall goals in foreign language study are effective communication and cross-cultural understanding.[1] The specific goals for each student are -

To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience.

To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.

To read with understanding, without recourse to English translation, material on a general subject.

To write, using authentic patterns of the language.

To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

To understand, through the foreign language, the values and behavior patterns of the people whose language is being studied.

To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political).

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[1] Adapted with modifications and additions from NDEA TITLE III GUIDELINES, Office of Education, HEW, January, 1965, pp. 32-33.

To develop an understanding of and appreciation for the literary and cultural heritage of the people whose language is studied and to understand its possible impact upon American and world culture.

To gain greater insight and perspective into one's own language through the study of another.

VALUES OF FOREIGN LANGUAGE STUDY

It is important for a student to know the values he may derive from studying the culture of a people through their language. A few of these follow:

> A person enlarges his world when he learns to participate linguistically and culturally in the life of another people. Direct contact with the foreign culture can become one of the most rewarding experiences of his life.
>
> Our country needs citizens who can communicate with people of other cultures. Unless he studies language, the student tends to grow to adulthood possibly assuming that all languages convey meaning in much the same way as English does. This misconception may lead to gross misunderstandings regarding the actions, customs, and beliefs of other peoples, a lack of insight which modern Americans can ill afford.
>
> The student of a second language learns that the strange sounds encountered in another tongue are to the native speaker of that language just as meaningful as those of his own native language are to him.
>
> Goethe wrote that one does not know his own language until he has compared and contrasted it with another. Today the historian and the anthropologist are proposing that one does not know his own culture until he has compared and contrasted it with another. This cross-cultural study suggests that a critical analysis of the many facets of the foreign culture be made through its language.

A person's awareness and depth of understanding of the issues in his world, and therefore his ability to resolve them, will be in proportion to his insight into how another society thinks and behaves and in proportion to his ability to communicate with its people.

As the student identifies with his own age group in the foreign society from year to year in continuous study, he will learn the goals, aspirations, and values of the culture and learn how they are similar to and different from his own. Thus, he will see the world as a person of another culture may see it.

A study of language oriented beyond the classroom may bring him greater appreciation for the many ethnic groups that make up his community and the United States, an understanding of those who have retained their accents, a sympathy for those who are learning English, and a possible feeling of kinship with those whose language he is learning.

The values realized through the study of another language and its culture prepare a person for greater enjoyment of foreign travel and for a wide range of interesting job opportunities -- typist or secretary, airline employee, career diplomat, or Peace Corps worker, to mention only a few.

THE NATURE OF LANGUAGE

Language is an organized system of meaningful communication which embraces recurring patterns of sound, stress, intonation, structures, kinesics and signs which can often be reduced to general principles or theories.

Language is filled with inconsistencies as it continually evolves in time and space.

Language is fully understood only in terms of the culture it expresses.

Reading is a proper interpretation of symbols which represent intended thought.

Writing is a graphic expression of thought.

The writing system is often inconsistent with the oral language it attempts to code.

CHARACTERISTICS OF THE LANGUAGE LEARNER [2]

Kinds of experiences provided the student of foreign language must be chosen on the basis of the characteristics of the learner at his particular stage of development. Choice based on other considerations is doomed to failure.

Age 5 - Kindergarten

Developmental Patterns:

The child -

enjoys experimenting with new and different sounds and has a playful attitude toward words, rhymes and jingles.

enjoys moving his body and arms in time to melodies.

likes to name isolated objects and to imitate sounds, rhythms and actions.

Some Implications for Foreign Language Study:

The child learns foreign language naturally as he has learned his own native language - from exposure to it. The situation is the focus of attention. He will learn to talk with persons in the particular language used. It is not uncommon for a child to learn three or more languages at the same time.

---

[2] Adapted from "Sequences of Growth and Instruction in Foreign Languages in the Elementary Schools", California Journal of Elementary Education, Vol. XXX, No. 2, pp. 108-120, November, 1961.

Ages Six and Seven

Developmental Patterns:

The child -

is intent on imitating speech patterns including sentence melody and intonation.

loves to hear foreign songs.

changes from single words to sentence patterns.

has great dramatic ability and likes to act out situations.

learns a great deal by listening.

observes the meanings of words accurately through the actions of the speaker.

is not concerned with reasons: interest in situations is the motivating factor in language learning.

has an extremely short interest span.

Some Implications for Foreign Language Study:

Children are completely involved in language learning through natural talk, singing, acting out situations of interest to them, play. (See Implications: Five-Year Old) Three to five minutes are long enough for a single activity.

Ages Eight and Nine

Developmental Patterns:

The child -

asserts often his growing independence through language.

likes to code languages, such as Pig Latin, Double Dutch, slang expressions and clichés.

continues exceptional imitative powers and memory.

grasps workable skills in use of person, conjugation, objects, numbers and the like and makes every effort to converse freely on simple subjects.

shows great ability to fix and retain patterns of speech.

begins to want to see and read written symbols.

acquires excellent pronunciation.

shows growth in powers of concentration.

becomes totally involved in the instructional program.

Some Implications for Foreign Language Study:

The child is stimulated by active discussion and response activities based on situations of interest to him. He is capable of making systematic approaches to foreign language learning. It is an excellent period for making vast strides in acquisition of language skills.

Ages Ten and Eleven

Developmental Patterns:

The child -

has great desire for material knowledge.

shows some tendencies of developing analytical power.

may show readiness for writing the language.

wants to know what he is learning and wants to be aware of purposes and of personal progress.

enjoys drills which he thinks productive and games which he recognizes as learning experience.

tends to compartmentalize what he has learned, dividing one type of inflection from another.

separates sentence patterns, persons and the like, trying to organize his learning into general concepts.

wants to know about the structure of the foreign language and to see relationships in unities.

wants the enjoyment of play, songs and games but also shows interest in developing and demonstrating more formal skills.

has a tendency to translate for clarification and security.

loses interest quickly if one point is dwelt on too long.

functions better when drilled as an individual rather than in a group situation.

constantly seeks approval of his peers.

learns vocabulary more quickly than at lower grades but forms sounds less well.

regards language more as a thought process rather than as a spontaneous skill.

tries to alter pattern sentences and to give his statements a stamp of individuality instead of accepting them at face value.

Some Implications for Foreign Language Study:

Situations in which language patterns are learned must have real meaning for the pupil. Pattern practices are used to build listening and speaking skills. Those pupils who can draw generalizations from these patterns are encouraged to do this. Language is performance, however, and little time is spent on its analysis. Reading and writing involve matching sounds with symbols and simple reading and copying of what has been learned orally for those who appear ready for this experience. Creative use of language in which patterns learned are manipulated orally into original situations are stressed.

Ages Twelve Through Fourteen

Developmental Patterns:

The young student -

shows marked growth in analytical powers.

observes and studies words and language with interest.

shows awareness of the connotation as well as the detonation of words and of interest in syntax and morphology.

has added versatility in the use of word order for emphasis, shading and implication.

Some Implications for Foreign Language Study:

Situations in which language is learned and practiced are of interest to this age group. The student practices structure of language through oral drills and reads and writes what he can say. Both in and outside of class he reads new materials which are based on already learned patterns and vocabulary. The student finds any new vocabulary spaced with meaning easy to determine since meeting too many new words in one lesson kills interest in language learning. The student manipulates language patterns in writing narratives, descriptions, expositions.

Ages Fifteen and Sixteen

Developmental Patterns:

The student -

wants to gain new insights and adult perceptions.

has a life filled with intense activity.

is formulating new relationships to family and society.

is interested in abstract thought and philosophy.

is attempting to crystallize learning up to this point.

Some Implications for Foreign Language Learning:

Materials used and topics studied are compatible with the interests and abilities of this age group. Since basic sentence patterns are rather firmly fixed at ages 15 and 16, a large growth in vocabulary is indicated. Units of work are thought provoking and lead the student to seek possible solutions to problems presented through reading of such sources as history, literature and current events. Pupils may test and strengthen their language by using it as the medium of instruction in another subject in the curriculum.

Age Seventeen

Developmental Patterns:

The student -

is interested in abstract processes of language.

has thought as his primary stimulus for action and expression.

uses language as a versatile tool to express ideas and emotions accurately and quickly.

Some Implications for Foreign Language Study:

Emphasis in language learning is on thought provoking situations which allow for independent study, research on special subjects, seminar-type reports and discussions, spontaneous use of language in both informal and formal situations.

THE EXPECTATIONS OF THE LEARNER

Teaching must recognize the expectations of the learner, for learning is personal. The degree to which it takes place will depend in large measure on how the student views himself and his worth as well as on his ability.

Basically the learner wants and needs —

To have clearly understood purposes for learning and to know how the learning experience will benefit him as a person.

To succeed, to respect his own capacities, to become confident that he can learn a foreign language.

To understand clearly both immediate objectives and long-range goals and to share at times in determining them and in choosing the means of attaining them.

To be a contributing member of his group and to be valued by his classmates and by the teacher.

To proceed in his learning endeavors at a pace and to a depth suitable for his stage of development.

To have his learning experiences progress from the simple to the complex through minimal increments.

To have among his learning activities a variety of multisensory experiences which are of interest to his maturity level.

To discover relationships of the new to former learnings and to apply the principles involved to a variety of new situations.

To have opportunities to use his new concepts, attitudes, and skills in situations beyond those in which they are learned, both in the classroom and outside.

To reinforce his skills in problem solving, critical thinking, and creative expression.

To develop the art of reflection and guarded generalization, and also such traits of character as courage, honesty, intellectual integrity.

To have a part in evaluating his own progress in learning.

ADVICE TO THE LANGUAGE LEARNER [3]

About 3500 languages are spoken in the world today, and more than 140 of them have over a million speakers each. Since the United

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[3] Revision of 1965 Directory Issue, PMLA, Modern Language Association.

States is involved in some way with almost every other country, members of your generation will need to learn all the major languages and even some of the minor ones. The trouble is that no one can predict today which of these many languages you will need to know ten or twenty years from now. Maybe some day you will have to learn a language that you have not even heard of yet. Your present foreign language course therefore serves a double purpose, teaching you the language you are now studying and also teaching you techniques of foreign language study so that you can apply them to later study of other languages. Following are some guidelines to help you in your study:

Learning Your Own Language -

All over the world children learn to understand and speak their own language before they go to school. They acquire this wonderful skill by constant practice, by listening and talking all the time to themselves, to their family and friends. At first the child only repeats words and phrases that he has heard and learned. But, he finds that he has to put new sentences together to get what he wants. He tries the new sentences out on people. They accept some of his sentences but reject others because they are funny or because they don't make sense. The child keeps on trying until he works out a system for producing acceptable, understandable sentences. He assembles in his mind a simple model of the language, his own grammar of his language.

Languages Are Different -

The new language you are learning will be easier if you do not expect it to behave like English. It will have different sounds, and its words will have different kinds of meaning fitted together in un-English ways. Even though every living language has been learned by every child who speaks it, you will not find it child's play to learn this new language. Learning it will require a lot of hard work, but any intelligent student can accomplish it, especially with a good teacher and a good textbook.

Language and Writing -

In all languages writing has always followed speech, often by many thousands of years. Most of the languages of the world have not yet been put into written form by their speakers. Most writing systems are just ways of putting on paper what someone has said, either aloud or to himself. For example, all the written languages of Western Europe use the Roman alphabet, but each one uses these letters to represent its own sounds. When you study the written form of any of these languages you will have to learn to overcome the interference from English, which will tempt you to pronounce letters in another language as they are pronounced in English. They almost never are.

Learning a Foreign Language -

Learning a foreign language is not something that you just think and talk about, like rules and theories. It is something that you *do*, a physical *activity*, a little like learning to play the piano or the violin, except that it is easier. Learning any skill requires a great deal of practice. And since using a language means using sounds, you must do much of your practicing aloud. Learning a language means learning a whole new pattern of habits. You must work hard to prevent your English habits from getting in your way. Many of your English language habits will be bad habits for your new language.

There are three techniques in language learning: imitation, analogy, and analysis. You must use them all.

Learning by Imitation -

In learning a language you must practice imitating a model who is speaking at normal speed. You need also to hear a variety of voices, on records and tapes. Watch your teacher carefully, listen carefully to your teacher and the other models, and practice imitating them aloud. Concentrate first on the spoken form of sentences and conversations, not on the written forms that you will find printed in your book. Repeat what you hear as closely as you can, so that your pronunciation will improve with practice. Listen to the pitch levels of each phrase. Don't learn words singly but learn phrases.

Learning by Analogy -

A significant moment in a child's learning his own language is the first time he says something like "Mary goed home." This mistake is a creative mistake, for it shows that the child is beginning to understand how language works. By thinking of "sew, sewed" or "show, showed," which he learned through imitation, he has created by analogy a new pair, "go, goed," that he had probably never heard, and in so doing he has shown that he can learn by analogy, even though this attempt is not a complete success. Until you can make and understand new utterances, building upon patterns learned earlier by imitation, your knowledge of the language is even more limited than the child's when he says: "Mary goed home." Learning how to create by analogy is the purpose of pattern drills and other exercises. Each of these drills begins with a model phrase and asks you to produce new phrases by analogy from the model. A child has to grope his way toward language control through many trial-and-error analogies, but a student using a good textbook will have step-by-step practice arranged to keep his errors to a minimum.

The Need for Practice -

Unless you are learning your new language in a country where everyone speaks it, you cannot hope to get as many opportunities to practice speaking it as you got when you were learning English. So you will learn more rapidly if you make your opportunities for practice intensive and enthusiastic. You will find many conversations and drills in your textbook. Practice them as intensely as you can, in class and out. Whenever you do your homework, practice out loud. Practice with tapes and records. Repeat after them, and speak up just as if you were talking all the way across a big room. And practice your newly learned phrases on your fellow students.

Memorizing -

You will have to learn a great many patterns and phrases as you study a language. Don't be afraid of stretching your memory. The more you use it the better it gets. You can involve almost all your senses as you learn a language, by using your ears, mouth, eyes, fingers. Use your imagination. Pretend that you are an actor whose lines you are learning. Break up your memorizing sessions into several intense, short periods (15-20 minutes) instead of a single long stretch of time. Be sure to practice out loud when you memorize. And of course make sure that you know the meaning of each phrase that you learn, so that you can combine and vary phrases to express what you want to say.

Reading and Writing -

You can learn the difficult skills of reading and writing more easily if you have first learned to speak the language. You must practice speaking it right from the start and continue to practice speaking throughout all your study of the language. Even if you are not interested in the spoken language, you cannot learn to read it without using some kind of pronunciation, even if it is only a silent one that you invent. So it makes sense to learn the normal pronunciation. Reading foreign articles and books for information and enjoyment is one of the principal reasons for studying a foreign language; your enjoyment will increase if you know what the language sounds like to the writers and readers of its literature.

Writing Systems -

Writing systems are incomplete because they seldom indicate rhythm, pitch, or stress. They often seem senseless - even in English - because there may be no apparent reason why any letter or combination of letters represent a sound. Consider, for example, the various spellings of a single English sound: see, key, she, receive, believe, tea, or the various sounds represented by the letters ea in meat, create, great, heart, Seattle. Speech and writing, though related, are different systems. Speech came first in the development of language, comes first for every native learner, and it should come first for you, too.

How to Read in a Foreign Language -

At first, you should read only what you have practiced saying, and you should read it aloud. When you begin to read silently and you come to words and phrases that are new to you, use the following techniques: 1) Read the passage through for general sense first, without stopping to puzzle over unfamiliar words or constructions. Then go back for a second, more careful reading. When you come to an unknown word, read on at least to the next punctuation mark before you look it up. Try to get the meaning from the sentence without having to look for it in the vocabulary. 2) When you decide that you must look up a word, a) underline the word with your pencil, b) take a good look at the phrase that contains it, and pronounce the phrase aloud, c) repeat the phrase over and over, aloud if possible, concentrating all your attention on its sound and spelling while you are looking for the keyword in the vocabulary, d) when you find it put a dot before the word in its column, 3) turn back to your page, find the last underlined word, and go on reading. Never write the English translation on the page. Doing so puts the emphasis on the English equivalent and not on the foreign word which is the word that you must learn. When you finish your assignment, reread it and see how many of the phrases containing underlined words you still understand. Look up the words you have not yet learned and put another dot in front of them in the vocabulary. Look through the vocabulary once a week and make a special effort to learn the words with several dots. These are your "hard" words. Learn them now or you will be spending hours looking them up month after month, year after year. And go back over your reading material to check your understanding of the sentences that have underlined words or phrases.

CHAPTER II

THE LANGUAGE PROGRAM

Administrative Considerations

Scope and Sequence of Curriculum

ADMINISTRATIVE CONSIDERATIONS

The Administrator and the Teacher

(Includes Coordinator or Department Chairman)

The administrator provides the means and encourages the teacher -

To experiment in such areas as technique, content, technology, use of community resources, use of native aides, camping, school-to-school programs.

To attend professional meetings within the State and in nearby states.

To attend NDEA Institutes and other similarly organized programs.

To live for a period of time in a country whose language he is teaching.

To participate in workshops and study groups concerned with the teaching of foreign languages.

To visit language classes in his own school, in other schools in the district, and in schools outside his own district.

To read professional literature about the teaching of foreign languages, a collection of which is located in the school library or in the foreign language office.

To work with other teachers in cooperative teaching.

To contribute to the on-going evaluation, development, and enrichment of a well articulated curriculum.

To seek constantly more effective ways of reaching each student.

The administration also provides the time for the teacher to pursue his professional interests with particular emphasis on providing time for planning his daily classroom work.

- -

The Guidance Counselor
and the Foreign Language Program

The counselor is well informed about the objectives of the foreign language program. He is not bound in his thinking by "college requirements," but counsels each student to start the study of one language at a time and to continue in the sequence provided by the school. A student with language aptitude is encouraged to add another foreign language to his program of study.

- -

The Role of the State
Supervisor of Foreign Language Education

Some of the major duties of the State Supervisor of Foreign Language Education are -

To serve as a leader in program development in the foreign languages.

To assist local school officials and teachers in development of curriculum and utilization of instructional materials and facilities.

To keep abreast of research and innovations in the foreign languages and to assist in developing programs of this nature in the State.

To provide opportunities for teachers and administrators to participate in workshops and conferences dealing with foreign language learning.

To work with professional organizations and lay persons in their programs to stimulate foreign language program development.

To help in the writing and preparation of curriculum publications.

To conduct studies related to foreign language development.

To review and approve project proposals of schools requesting funds under the Federal programs.

To conduct office work including correspondence, interviews, reports of various types, conferences with school personnel and attendance at staff meetings.

To participate in the activities of national organizations in one's field.

- -

Modern Foreign Language for Everyone

"All education has three major objectives: the acquisition of a tool skill which will be useful on a practical basis in the performance of other tasks; social adjustment, preparation for becoming a member of a small or large community; and cultural or humanistic development, the enrichment of the individual spirit and

The Choice and Number of Languages Offered

The choice and number of languages offered depends upon the character of the community and the number of students enrolled. It is better for a small school to build a sequence of study in one language rather than offer two or three years of two languages.

- -

Conserving Human Resources

Students with linguistic background are provided opportunity to become literate in their mother tongue. Often these students need the assurance that their native tongue is acceptable.

- -

Lengthening Sequences in Foreign Language Study

The following chart is designed to be helpful to school districts in making a master plan for foreign language program development. At least one language should begin in the early elementary grades and continue through the junior and senior high schools. The sequence of other languages offered should be a part of the over-all plan.

In order to prevent a gap between high school and possible college study, it is best to develop programs downward through grade 9; then from 7 to 8 as Level I, or Level I extended for FLES [5] students; and either a downward or upward development of FLES. Modification of curriculum is, of course, imperative as the program grows, with emphasis on continuity and avoidance of unnecessary repetition.

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[5] Foreign Language in the Elementary Schools.

- -

Programming Language Experiences

Level and Time Distribution

To learn language requires time. Following are possible plans for extending foreign language programming:

Grade	Time	Plan A Levels	Plan B Levels	Plan C Levels	Plan D
1					BILINGUAL PROGRAM
2					
3	20-30 minutes daily			I	
4					
5					
6					
7	40-50 minutes daily		I	Level I Ext. and II	
8					
9	Equivalent of 5 periods weekly	I	II	III	
10		II	III	IV	
11		III	IV	V	
12		IV	V	VI Equiv. of 3 to 5 periods weekly	See Plan D which follows for explanation

If scheduling is flexible, a high school student should have a minimum of 250 minutes of contact time with the language in school during a week.

PLAN D - The Bilingual School

The bilingual school - kindergarten or first grade through grade 12 - provides experiences through which the child can acquire a foreign language as he learned his native tongue. School systems which have pockets of foreign speaking children can help these children become literate in their native language through such a program as they also learn English. Likewise, the English monolingual learns the foreign language, each group contributing to the learning of the other as it progresses through school.

A variation of this kind of school holds promise for the monolingual school community also, offering a real opportunity in language learning to youth. The following chart [6] shows the time pattern for studying English and Spanish in the Coral Way Elementary School in Coral Gables, Florida. English and Spanish speaking children learn their own and each other's language as they progress through school.

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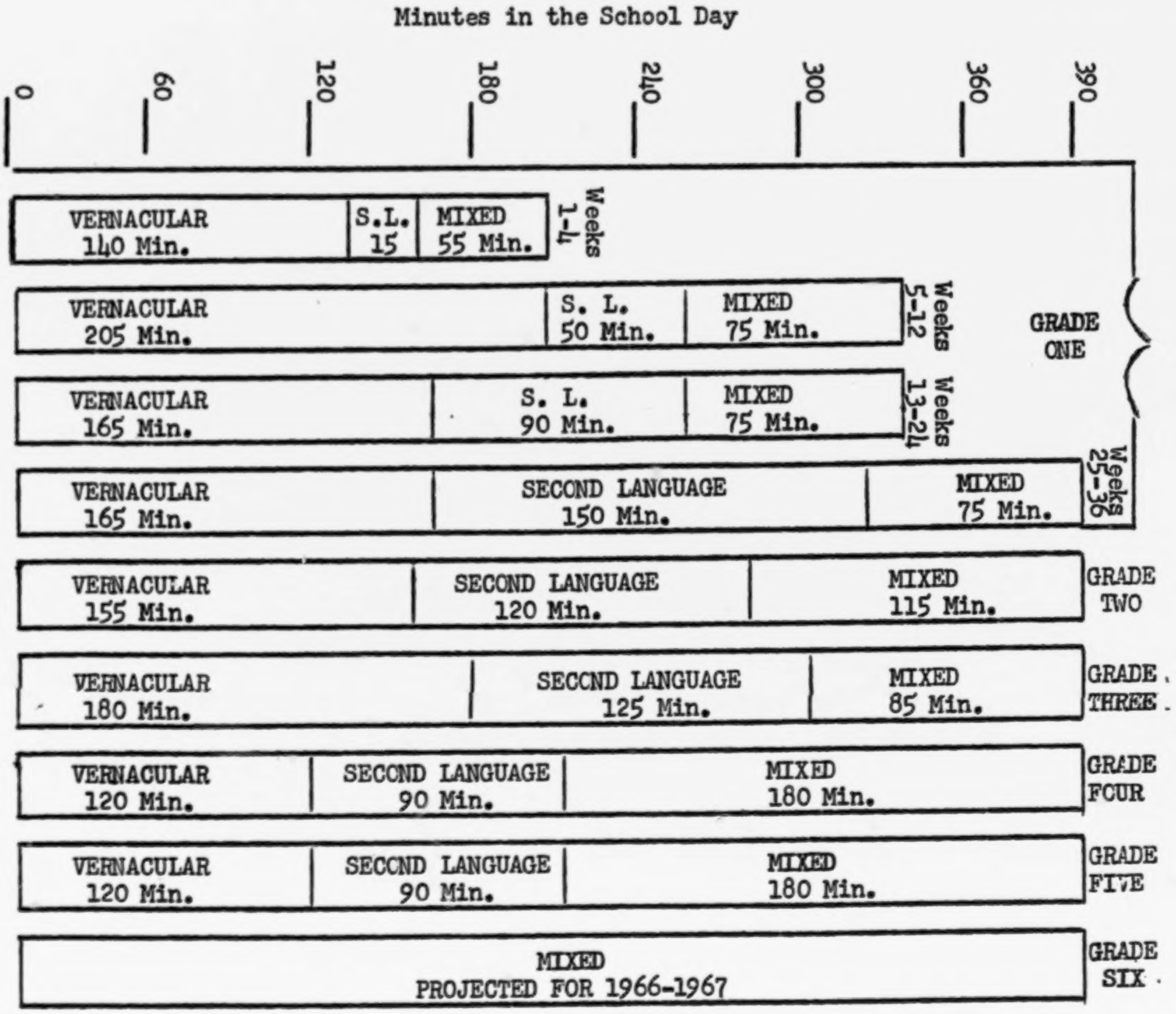
[6] Gaarder, A. Bruce, "Organization of a Bilingual School," Journal of Social Issues, April, 1967, p. 114.



Time Distribution Pattern -

Coral Way Elementary School

Vernacular and second language (S. L.) mean the use of these as mediums of instruction. Mixed in grades 1-3 means physical education, art and music only. In grades 4-6 mixed also means combined classes of Anglos and Cubans alternating 3 weeks of each grading period working through English only, and 3 weeks working through Spanish only, in all subjects.

The bilingual school, the Instituto Pan-Americano, with whom Caesar Rodney and Dover High Schools are partners under the Delaware Partners of the Alliance, have a program in Spanish and English similar to that described in the chart on the preceding page. Science, in particular, is taught in English throughout the school years.

- -

Possible Choices for Development of FLES

The natural time to start the study of language is early childhood when mimicry is a characteristic of the age, when learning language is truly a process of osmosis. Language learning takes time. The child who begins to identify linguistically and culturally with children of another society at an early age has an advantage over the late beginner. Studies by John Carroll, psychologist, support this view. Psychologists suggest also that the child who learns to communicate in more than one language has a greater awareness of his world. Following are a few possible ways of organizing FLES programs administratively:

> Plan for the classroom teacher who has training in language and has interest in teaching it to build a program with his class. Studies show that this classroom teacher is the most effective person to carry on the FLES program.
>
> Assign a teacher of the language to develop the FLES program, visiting each class for twenty minutes a day.

Follow the ETV series PARLONS FRANCAIS. The follow-up teacher who serves best as a partner with the ETV teacher is the classroom teacher who is interested in the program and conveys this interest to the children. A classroom teacher who has a background in French can learn to be an effective partner in ETV teaching. Both the foreign language content area and the ETV staff are prepared to organize workshops for the training of classroom teachers in acquiring and strengthening their skills in language and in techniques of teaching language to elementary students. Interested classroom teachers may do follow-up work for ETV in classrooms other than their own. Native aides or teachers from the community can do follow-up work for ETV lessons in classes where classroom teachers cannot participate. These aides should be required to participate in a series of workshops concerned with the program.

Start the program only in classes where there is teacher interest. With administrative direction, the program will begin to grow. A child who has had one year of experience in identifying through language with his peers in another land has gained in perspective. It is to be hoped, however, that he will have the opportunity to continue his study and the program will continuously improve in quality. If a school waits until everything is exactly ready, it may never start foreign language in the elementary schools.

- -

Curriculum for FLES

A curriculum in foreign language at the elementary school is designed to teach children to participate linguistically in situations of interest to them at their particular age. Such situations include those which show how children of the foreign culture behave at school, at home, at play, in the community. The language experiences give the children opportunity to manipulate language through practice with patterns and in later elementary to read and write what they can say. Role playing in situations which express the cultural climate is used extensively.

- -

Level One Extended

Students who have studied foreign language in elementary grades are placed in the seventh grade in a section called Level I, Extended. The teacher of this section recognizes the work of the elementary school and builds his course upon experiences students have had.

- -

The Seventh and Eighth Grade Program

One level of work is planned for a two-year study in grades seven and eight. This level is basically similar to one taught at the ninth or tenth grade in one school year. Classes meet each day with pupils learning to perform actively in as many culturally authentic situations as time permits. This program develops the skills of listening, speaking, reading and writing. Structures selected from each commom experience are drilled in pattern practices. Both analogy and analysis are used in study of structures.

Three class periods a week of "conversation" are not adequate for the objectives of this foreign language program.

- -

Number of Languages to Study

It is better for a student to study one foreign language until he has achieved a high degree of proficiency than to study two or more languages for a shorter period. Students who have special aptitude in foreign language should be encouraged to add the study of a second language to their program.

- -

Eastern Languages

The need to communicate with countries in Asia in order to face the issues in international relations increases. The study of Russian and Chinese, for example, appears a must for students linguistically inclined.

- -

A Bilingual Program
at the High School Level

As the sequence of study of foreign language is lengthened, students are provided the opportunity to study other subjects in their foreign language. One piece of research [7] indicates that the teaching of Welsh as a subject is largely ineffective and does not lead to fluency unless there is also use of it as a medium of instruction in one or more other subjects, i.e. as a natural medium of communication. Demonstration activities in the teaching of Latin American studies in Spanish [8] and European History in French have taken place in Delaware. Such programs in interdisciplinary studies hold much promise for broadening the scope of the total curriculum. It is possible that two credits may be given, one in the foreign language and one in the subject matter area, if so desired.

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[7] UNESCO, "The Use of Vernacular Language in Education." Monographs on Fundamental Education vii, Paris, 1958, pp. 36, 37.

[8] See Appendix A for description of this bilingual project.

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Advanced Placement [9]

An advanced placement class is one whose content is prescribed by colleges and whose purpose is to afford the student a college credit. It is a two-year course usually offered at the fifth and sixth levels of language study in the high school.

A curriculum in the foreign language which satisfies a wide range of student interest should exist before establishing an advanced placement course. The advanced placement course should be an alternative to another vital course offered at the same level.

- -

Articulation

Good articulation occurs when -

> A coordinator works with foreign language teachers to provide an on-going curriculum from the starting point to the end of the program in senior high school. He makes sure that each teacher is acquainted with the total program and understands his contribution to it.
>
> Basic goals for each level of study have been clearly defined and the student knows what they are. The concepts of culture and language to be developed at each level are described and a few basic procedures agreed upon. One procedure agreed upon, for example, will be that the target language is the language of the classroom with few exceptions.

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[9] See Appendix C for typical program in advanced placement printed here as a sample.

Each teacher accepts as his responsibility reviewing and strengthening skills practiced at lower levels as well as adding to the student's knowledge and use of language.

The coordinator brings teachers together frequently to study the program and its problems and to find possible solutions. A student who has had an audio-lingual approach to language study the first year, for example, should not find himself the second year in a grammar-translation program in which little oral language is practiced.

Materials are chosen on the basis of their contribution to the development of the objectives of each course.

Student opinion about their foreign language experiences is sought and considered in planning by the teacher.

A student can continue his study through senior high school from whatever point he starts it.

A student who has studied foreign language in elementary school and/or seventh and eighth grade is not placed in seventh or ninth grade with students beginning their study.

The coordinator - although not bound by his findings - studies college programs in which students will continue their study of a foreign language and makes these findings a consideration in planning curriculum. No gap between high school and college study exists.

College and high school teachers meet from time to time to discuss questions of articulation.

Opportunities are provided for teachers and students to visit college classes in the foreign language.

Follow-up studies of college work of graduating students are made. Student opinions about their foreign language experiences in the public school and college are sought and considered in curriculum development.

- -

Importance of Involvement

Administrators charged with foreign language program development, teachers of foreign languages of the district and feeder district, and consultants desired play a part in planning long range program development. Such involvement brings a greater sense of purpose and interest in the continuous modification and enrichment of curriculum as programs expand.

- -

Assignment of Teachers

Teacher assignments are rotated from time to time so that each has an opportunity to teach at different levels if he so desires. This helps him to understand better the total program and to keep his own skills sharp.

Because of the energy needed in foreign language teaching it is desirable for the teacher to have no more than three classes consecutively.

A teacher assignment does not exceed five classes. Four classes, however, are preferable for quality teaching. Planning takes time.

- -

Cooperative Teaching

Two or more sections of the same class are scheduled at the same period when possible to allow cooperative teaching. Planning periods of the teachers are likewise scheduled at the same period. This provides opportunity for each teacher to use his special interests and talents in large and small group instruction when appropriate.

- -

The New Teacher As An Intern

Administrators may wish to consider more closely the initiation of a new teacher of foreign languages to the school system. During his first year the new teacher should have a structured program of orientation directed by a foreign language teacher who has kept up with his field. Such a program may include -

Study of the total foreign language program, its objectives, some of the means by which these objectives are accomplished, materials available to implement the program, some techniques and approaches used, equipment available and how it is used, other resources and programs considered a part of the foreign language curriculum.

A planned program of observation of classes in the foreign language at each level of study both in the district and in other schools in the State.

Encouragement to complement the existing program using his own talents, initiative, and imagination.

Explanation of professional responsibilities and opportunities such as attendance at professional meetings, both in and out of the State, membership in foreign language organizations, study and travel in the country whose language he is teaching if he has not had this experience.

Acquaintance with the office of the State Supervisor of Modern Foreign Language Education in the State Department of Public Instruction in Dover and with the Supervisor. The office has a resource library which may prick further the imagination of the teacher. The Supervisor has knowledge of the over-all program in the State to share with the new teacher.

- -

A Course of Study in Each School District

Each school district (including its feeder districts) has a written course of study for languages which includes -

The specific objectives of the language program and their relation to the general education objectives of the school.

Statements about -

Which languages are offered and why.

To whom foreign languages are offered: to all students, or to those who elect it, or to a selected group.

The continuity of the program and how the schedule allows students to stay with the program from beginning to graduation.

What credit is given for each level of language including the elementary school program.

The needed qualifications for teachers. [10]

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[10] Birkmaier, Emma, "Evaluating the Foreign Language Program," North Central Association Quarterly, Vol. XL, No. 3, Winter, 1966.

The number of contact hours for each course. It is possible that advanced courses may meet less frequently than beginning courses at the high school level.

The expectation of the learners who take foreign language.

The scope and sequence of each level taught with desired linguistic and cultural behaviors which include understandings and appreciations to be developed.

The basic printed, visual, auditory materials used to carry out the specific objectives of each level.

Other resources available for implementation of program from the school and the local and foreign communities.

Suggested activities for each level which provide a variety of multi-sensory experiences for varying ability levels.

Various methods of evaluation, including sample tests.

A limited number of units fully developed.

- -

The New Teacher and the Course of Study

A teacher new to the school system must be oriented into the school program so that his own methods and ideas can complement, not supplant the existing program.

- -

Equipping the Classroom [11]

Basic needs in the foreign language classroom are these:

Nine hundred square feet of space accoustically tiled, air-conditioned and with carpeted floors.

Adequate storage space for a library of tapes, records. books, slides, filmstrips, posters, and other realia; bulletin boards, blackboards and dark shades.

An audio-active listening station for each student in a course.

An installation with capability of two-way communication and minimum of three sources of programming.

An adequate number (equivalent of six for thirty students) of fully equipped recording booths connected with a console but detachable.

A loud speaker connected to a console.

A screen, shades for darkening room.

A television set, overhead projector, a combination slide and filmstrip projector, phonograph.

A motion picture projector for the department and for each class using a filmed course.

Filing equipment.

- -

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[11] See "The Language Laboratory," State Department of Public Instruction, Delaware, 1964, for further information.

The Single Laboratory
and the Classroom

If a full recording laboratory is provided in a school, each foreign language classroom is equipped also with audio-active positions for each student. The console of the single laboratory has a minimum of ten program sources in order to use the facility as a library resource as well as a center for listening, recording, and testing. The full laboratory may be located near the library and may be used by other groups in the school as well as foreign language students.

- -

Supervision of Laboratory

If a separate laboratory is provided, a responsible person, preferably a foreign language teacher, is assigned to the laboratory for supervision at each period of the day. Further, one of these teachers is given released time to keep the lab in order and to build the library of tapes and visuals.

- -

Preventive Maintenance

A program of preventive maintenance is provided at regular intervals. Thus, laboratory equipment is generally in good repair.

- -

Facilities for Large Group Instruction

Facilities for cooperative teaching of large groups are available to foreign language teachers.

- -

Joining of Districts to Offer Foreign Language

In order to provide a variety of experiences in foreign language through an expanded curriculum, districts without sufficient enrollment can join together to offer advanced courses and seminars in the common languages in the afternoons or evenings. Such a joint effort would also allow addition of languages such as Russian and Chinese until the time when each school's enrollment is of sufficient size to warrant inclusion.

- -

University Extension Courses

University and junior college extension courses may serve as one means of filling the gaps in high school program development for students sufficiently prepared for them.

- -

Use of Native Aides to Assist in Classroom

A native aide [12] whose program is carefully directed by the cooperating teacher gives a sense of reality to language learning, provides greater opportunities for small group and individualized instruction in the classroom. The aide also provides for the teacher a person with whom he can converse in order to keep his own skills strong. Young people in foreign countries are available and anxious to spend a year in the United States at small cost to them and to a school system. The following non-profit group is acting as a clearing house for aides:

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[12] See Appendix C, "Use of a Native Aide in the Classroom," DFL of NEA Bulletin, April, 1967.

Amity Institute
Del Mar,
California.

Aides can also be found in one's own community. Besides helping in the classroom they can provide additional experiences in language for students outside of the classroom.

- -

School-to-School and Family-to-Family Programs

Building friendly relations between peoples of different tongues is best done in a real setting. Each language department can be paired [13] with language departments of schools in lands whose languages are taught in that department. Besides strengthening and testing one's language, pupils build friendships by sharing their aspirations and life through letter writing, exchanging tapes, visits, gifts.

Programs approved by the Council on International Educational Exchange (formerly the Council on Student Travel) can be relied on to offer well organized and purposeful learning experiences.[14]

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[13] See Chapter V - Accounts of School-to-School and Family-to-Family Programs.

[14] See Chapter V - Criteria for Choosing Students Who Go Abroad.

Summer Institutes

Summer institutes for public school pupils in the foreign languages, similar to NDEA Institutes for teachers, provide rich experiences in foreign language.

- -

Summer and Weekend Camps

Day camps or residence camps in which the foreign language is the medium of communication can stimulate and make more real a language experience.

- -

The Fondation Internationale de Delaware

A group of lay persons from the Alliance Française organized during the school year 1967-68 the Fondation Internationale de Delaware to enrich the foreign language program in the State. Through their energetic efforts students and laymen enjoyed -

PARIS: RIVE GAUCHE.

A Latin American Art Exhibit.

A talk by the Ambassador of Argentina.

The play: "On ne badine pas avec l'amour" by Alfred de Musset.

- -

Modular Scheduling

Foreign language teachers in the State report the following experience with modular scheduling -

> Large group[15] instruction offers the teacher the opportunity to present certain parts of his unit one time instead of several times a day to different groups of the same level. Appropriate activities include introduction of a unit of work using visuals (transparencies, filmstrip, films), presentation of structures and syntax (through patterns), explication de texte. Large group instruction lends itself to cooperative teaching. Pairs of teachers who are scheduled for planning periods at the same time assign to each other parts of a unit for development. This sharing of responsibility gives teachers more time for planning as well as the opportunity to choose facets of the subject to develop which appeal to them most.
>
> Large group instructional periods comprise one mod, about twenty minutes, or multiple mods, according to the desires of the teachers.
>
> Students from the large group meet several times each week in small groups of about ten with a teacher to pursue the lesson. Appropriate activities include drill in conversation, structures, pronunciation; discussion of cross-cultural meaning; working with individual problems.
>
> During scheduled independent study periods the teacher makes appointments with one or two students to work on special problems or projects. It is at this time that role playing may take place. Some teachers feel that these conferences are the real heart of the program, providing motivation for the student to become truly involved in planning and enriching his study and in reaching his objectives.

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[15] The combining of several sections of the same level of language study.

Laboratory periods for reinforcement of skills, testing, and enrichment individualize further the learning experience for the student.

A student who wishes to maintain his language skills without credit is scheduled for a certain number of mods per week. He does not necessarily follow a total course.

Experimentation in using the laboratory to carry much of the burden of drill is suggested by this program. How can electronics help free the teacher further to personalize learning for each student?

The laboratory must be supplied with an abundance of tapes which accompany materials used for each language program.

SCOPE AND SEQUENCE OF CURRICULUM

Introduction

To participate in a foreign society as a "welcome outsider,"[16] one must become actively aware of the similarities and differences between that society and his own. One must learn, therefore, how to behave linguistically within the scope of the varied behavior patterns of the society, contrasting and comparing these with the patterns of his own society. This absorbing of the behavioral and creative aspects of a culture means that the student learns to understand the spoken language, to speak, to read, and to write about as many different situations within the culture as the length, depth, and seriousness of his study will permit. Various opportunities for the student to pursue this kind of study are provided in the curriculum. Desired behavior, both cultural and linguistic, is the subject of this chapter.

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[16] Nostrand, Howard Lee, "A Second Culture: New Imperative for American Education." Foreign Language Teaching, An Anthology, MacMillan Co., N.Y., 1967, p. 128

Some Understandings, Attitudes, and Appreciations for a Foreign Language Student

Experiences must be provided for the foreign language student to develop -

A receptive attitude toward the new language and a realistic view of the culture it represents.

Acquaintance with and respect for foreign speaking people in his own community.

Knowledge and understanding of the customs and mores of a society reflected in the student's behavior in the foreign group.

Some understanding of the family unit and its impact upon and contribution to the society of which it is a part.

Some familiarity with and understanding of the educational opportunities available in the foreign country and how these opportunities affect the economic and social development of the country.

An understanding of how governments are similar to and different from our own in solving their problems.

Some acquaintance with religious aspects of life of the people.

An understanding of the geographic influences upon the economic and social development of the country.

An appreciation of the role played by a foreign country in the creative arts and the sciences.

An understanding of the interdependency of nations.

Values of a Society

Professor Howard Nostrand and associates are attempting to define major themes or values which permeate a culture and which may differentiate that culture from another. Such findings provide a meaningful framework upon which to organize units of work and also meaningful discussion concerning the recurring themes as one discovers them in readings, in customs, in daily contacts.

Values or themes which appear to be predominate in French society cluster around these areas: individualism, the intellectual life, the art of living, realism, humor, friendship, love, the family, religion, justice, liberty, "la belle France."[17] Of such interest was the discussion about values in the French society at a meeting concerned with development of this guide that teachers of Spanish formulated the following values which may characterize Latin American and Spanish cultures: honor, dignity, individualism, family ties, religious identification, social classes, scorn for menial work, with these additional themes for Latin American culture: nationalism, racial tolerance, religious mixing, revolution. Stressing values gives meaning to the study of a people.

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[17] Nostrand, Howard, Frances Creóre, Jacqueline Leiner, *A la Recherche des Thèmes Majeurs de la Civilization Française Comtemporaine*, 1 Université de Washington, 1966. (A full description of each theme is presented in this text.)

Areas Pertinent to
the Study of a Society

Suggested areas pertinent to the study of a society follow -

Conventionalities in Daily Life

Similarities and Differences in -

- Greetings, introductions, farewells
- Patterns of politeness
- Telephoning
- Dating
- Parties
- Attitudes toward "time"
- Norms of discipline
- Shopping
- Travelling
- Public and professional services
- Eating
- Sports and games
- Vacations and holiday celebrations
- Clubs, societies and group organizations
- Traffic
- Radio and television programs
- Hobbies
- Parks, playgrounds, vacation areas
- Movies and theaters
- Museums, exhibits, zoos
- Camping and hiking
- Careers

The Role of the Family in the Society

Similarities and Differences in -

- The relationship of each member to one another and to persons outside the family
- The stability of the family
- The participation of members of the family in the life of the society
- The influence of religion in family life

The Role of Education in the Development of the People

Similarities and Differences in -

- Educational level of populous
- Composition of student population
- Types of schools
- Curriculum
- Attitudes toward learning
- Literacy movements for people of all ages in underdeveloped areas
- Job retraining programs
- Role of Church and State
- Teacher-student relationships
- Participation of students and teachers in student government and other school activities

The Role of the Government in its Own Society and in the World Society

Similarities and Differences in -

- Historical and present day political structure
- Legal structure
- Social welfare programs
- Technical and educational assistance
- Cultural exchanges
- Participation in hemispheric and international organizations

The Influence of Geography, Climate, and Natural Resources on the Economic and Cultural Development of the Area

Similarities and Differences in -

- Regionalism (geography and ethnic groups)
- Crops
- Economic levels of society
- Industry
- Work opportunities for men, women, children

The Role of the Arts and Sciences in the Culture and Their Impact on World Culture

Art
Music
The dance
Literature and folklore
Science and mathematics
Architecture
Technology
Philosophy
Medicine and law

Those concerned with curriculum in each district will want to choose experiences from these areas for each level of language study offered. Each area may reappear in various ways and in various forms from level to level for greater study in depth. Experiences chosen will be those with which age groups will be able to identify with understanding.

- -

Other Subjects in the Curriculum Taught Through the Medium of a Foreign Language

The use of a foreign language to study another subject offers an avenue for curriculum development. Such an interdisciplinary study provides opportunity for the student to save time by combining two courses and also to have a wider variety of choice of content.

Courses such as the following can be taught in a foreign language:

- Social Studies - Latin American studies,[18] the humanities, European history
- Sciences - Biology, chemistry
- Arts - Art, music
- Practical Arts - Typing, shorthand

Using Foreign Language in Other Courses

The bibliography of units in social studies and other areas may include references written in the foreign languages for students of the languages.

Interested teachers who are fluent in a foreign language may work cooperatively with a teacher of another subject to teach a unit of content similar to that of a unit taught in English. Students of the foreign language may choose to study the unit either in English or in the foreign language.

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[18] See Appendix A

Expected Lingusitic Behavior of the Learner at each Level of Study[19]

Level I

The learner -

Understands the spoken language within the limits of the experience of the class.

Speaks with a fluent speaker about culturally authentic situations taught in class.

Uses the foreign language in the classroom.

Uses acceptable patterns of pronunciation, intonation, and stress in classroom experiences in speech and reading.

Uses the gestures which accompany language.

Reads aloud a familiar text with attention to phrasing, intonation, cadence, and comprehension, but not translation.

Reads unfamiliar materials whose vocabulary and level of difficulty are similar to that of the course, with only a sprinkling of unknown words.

Strengthens his ability to guess meanings of words in context and to use a dictionary written in the foreign language.

Writes familiar texts from dictation and prepares simple narratives using only the patterns of speech learned in the course and manipulates these patterns to perform in different situations.

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[19] The following two sources were used in particular in determining these behaviors: "Longer Sequences and Articulation," Committee Report, AATF, Chicago, 1961, and Articulation in Schools in California, Charles F. Hackett, Edward O'Rourke, Nelson Brooks, State Department of Education, 1964.

Masters the most common syntax patterns and forms used in speech such as, a limited manipulation of number, gender, word order, tense, replacement, negation, interrogation, command, comparison, and possession.

Masters a limited vocabulary which includes most of the functional and conjunctive words used in speech and words used in the units studied.

Participates vicariously in authentic cultural patterns of the society which relate to the learner's own experience and activities.

Level II

The learner -

Uses the foreign language in the classroom.

Reviews material learned in Level I.

Demonstrates continued mastery of the elements of the sound system.

Acquires greater listening and speaking skills in authentic language situations.

Recognizes the basic syntactic patterns of speech and uses most of them.

Has systematic reading experiences of what he has learned to say and other materials to add a broader, but limited vocabulary base and more extensive cultural experience. He talks in the language about his reading.

Develops greater writing skill based closely on aural and textual models.

Level III

The learner -

Uses the foreign language exclusively in the classroom.

Reinforces and expands his audio-lingual skills and his patterns and forms of speech by use of the language as the medium of instruction, special drills by the teacher and on tape as needed, ETV and films.

Uses the basic syntactic patterns of speech.

Reads anthologies of contemporary literature in a broad range of style and content and also newspapers and magazines comparable in difficulty to material he has studied. Discusses texts in the language.

Writes directed compositions, adaptation of models, summaries, descriptions, dictations of known and simple materials.

Uses the dictionary and reference grammar both written in the foreign language.

Makes mature cultural investigations in current affairs, reading in history of civilization, art, literature; sees significant foreign films and productions; attends art exhibits and lectures when available.

Level IV

The learner -

Uses the foreign language exclusively in the classroom.

Increases facility in comprehending, speaking, reading, and writing the language since all of his work is in its medium.

Gives short impromptu speeches.

Reads aloud unfamiliar printed texts.

Writes from dictation both known and unknown passages of literary and vernacular prose.

Takes notes in the language.

Writes résumés of films, readings, and recorded materials.

Converses with a fluent speaker on a topic such as a play seen, a novel read, a trip taken, and issues in contemporary life.

Reads a text; then in writing (a) summarizes its contents and (b) comments on the ideas expressed.

Reads periodicals, contemporary materials on current events, science, geography; contemporary short stories, plays, novels.

Uses the dictionary and reference grammar in the language.

Reads for style and levels of meaning: literal, symbolic.

Reads for inference.

Possibly studies another subject in the curriculum through the medium of his foreign language.

Level V

The learner -

Uses the foreign language exclusively in the classroom.

Comprehends tapes of radio programs, newscasts, lectures, multi-voice recordings on cultural materials; oral readings of contemporary short stories, plays; other materials used for reading.

Participates in debates, discussions, panels on literary, artistic, scientific, political developments.

Discusses films, ETV programs, recorded materials, and topics of interest.

Does oral readings.

Quotes poetry.

Acts in plays.

Reads periodicals, newspapers, unabridged contemporary literature for content, style, analysis.

Translates only as a literary exercise.

Pays attention to style in writing.

Takes dictations on new materials.

Writes résumés of films, readings, and recorded materials.

Writes original compositions with use of dictionary and reference grammar.

Takes lecture notes in language.

Translates only for meaning and in the approximate style of original.

Possibly studies another subject in the curriculum through the medium of his foreign language.

Level VI

The learner -

Uses the foreign language with near-native quality and speed.

Makes oral and written résumés of materials read, heard, and viewed.

Does specialized research.

Studies units which correlate historical, sociological, political, literary, artistic life of the culture in which the four skills are continually strengthened.

Possibly studies another subject in the curriculum through the medium of his foreign language.

- -

Concepts of Structure by Level for each Language

Introduction

Teachers have organized the concepts of structure by level for each language taught in the public schools in the State. They are intended to serve as guidelines only. Those responsible for the foreign language curriculum in each district must decide which structures are appropriate for its program at each level.

Use in communication is the test of knowledge of the structures which follow.

FLES

Grades 3, 4, 5, 6, or 4, 5, 6

When foreign language is introduced in the elementary grades, the instruction in grades 3, 4, 5, 6, may be referred to as Level I. At this level, structure is taught through analogy rather than analysis. Sound associations enable the student to understand differences in structure. He learns on a continuous basis to manipulate points presented through dialogue and drill and to relate structure to his own experience. Complications violating sound associations are learned in dialogue, but not emphasized: e.g., el libro and la mano would not occur in the same exercise.

The student at this level, by handling well the association method, may learn the following concepts of structure by direct usage of the language with minimal grammatical terminology:

French[20]

Level I

Sound patterns of French

Present indicative of regular verbs and most commonly used irregular verbs

Definite and indefinite articles

Imperative

Gender and number

Contractions

Agreement and position of adjectives

Possessive and demonstrative adjectives

Simple interrogative pronouns and adjectives

Partitives

Simple adverbs and nouns of quantity

Numerals, days, dates, months, seasons, weather, time

Common avoir idioms

Commonly used negatives

Pronouns: subject

---

[20] "Longer Sequences and Articulation," AATF Committee Report; December 29, 1961.

Level II

Reinforcement of Level I, expanding grammatical terminology in the verbal use of language

Future, conditional, imperfect and passé composé; agreement of past participles with verbs conjugated with *avoir* and *être*; the present and perfect tense of the subjunctive

Relative and interrogative pronouns; interrogative adjectives, uses of *il* and *en*; reflexive pronouns; placement of conjunctive pronouns; disjunctive, possessive, and demonstrative pronouns

Most commonly used irregular verbs

Common indefinite adjectives and pronouns

Comparison of adjectives and adverbs

Modified and unmodified nouns of profession, religion and nationality

Complete uses of the negative

Irregular plurals of nouns and adjectives

Commonly used expressions such as *venir de*, *il y a...que*, *depuis quand*

Level III

Reinforcement of basic structures by pattern drills

Past perfect, future perfect, and the past conditional; present and perfect tenses of the subjunctive

Passive recognition of the past anterior, the imperfect and past perfect tenses of the subjunctive, and the passé simple

Causal *faire*

Forms and functions of the passive

Participle and infinitive constructions

Most common idiomatic constructions

Literary and vernacular structure and style

Level IV

Practice of structures which appear only in writing

Reinforcement of structures by pattern drills

Pleonastic ne

Past anterior

Imperfect and past perfect tenses of the subjunctive

Structural analysis by analogy

Idioms

Literary and vernacular structure and style

Level V

Review and reinforcement of all language structures

Structural analysis

Idioms

Literary and vernacular structure and style

Level VI

Reinforcement of structures provided when needed by the group or by individuals in the group

Idioms

Literary and vernacular structure and style

German

Level I

Sound patterns of German

Definite and indefinite articles

Gender, number, case, declension of nouns and some special case uses

Pronouns: personal, reflexive, relative, possessive, interrogative, demonstrative, indefinite

Adjectives: demonstrative, interrogative, indefinite, and possessive

Declension of strong, weak and mixed adjectives

Comparison of regular and irregular adjectives

Verbs tenses: present, past, future, compound past with sein; bleiben, fahren, fallen, gehen, kommen, laufen, sein, werden

Reflexives

Imperatives

Word Order

Prepositions governing the genitive, dative, accusative, and those governing either the dative or accusative

Numerals

Level II

Reinforcement of Level I

Remaining tenses: simple past, past perfect, future perfect

Pronouns: relative, demonstrative, possessive

Dependent clauses: relative, interrogative

Modal auxiliaries and lassen with perfect tenses

Passive voice

Adjective endings

Adjectives requiring specific prepositions

Verbs requiring specific prepositions

Subjunctive mood

Level III

Reinforcement of basic structures

Noun: gender, classification, generalizations, plural formations of nouns

Word order, compound word formation

Adjective and verb nominalizations

Passive voice, extended usages, substitutes

Subjunctive mood: review and extended usage

Additional prepositions and special usages

Prefix verbs: separable, inseparable, doubtful

Seit and present tense

Zeit and Wo for introducing clauses

Present participle as an adjective

Extended modifiers

Infinitive usage with and without "zu"

Conjunctions

Derjenige

Doch, ja, aber, etc.

Punctuation

Idioms

Literary and vernacular structures and style

Level IV

Reinforcement of basic structures

Prefix verbs (special attention to doubtful cases)

Word order, word formation

Passive voice - intensified study

Subjunctive

Man + subjunctive as imperative

Modals - extended usages

Anticipatives

Dazu, *dafür*, *damit*

Extended modifiers

Conjunctions

Rarer prepositions and their usage

Idioms

Level V

Reinforcement of structures

Literary and vernacular structures and style

Pronunciation variations

Level VI

Reinforcement of structures is provided when needed by the group or by individuals in the group

Literary and vernacular structures and style

Latin

Level I

The following is, of course, merely suggested. The amount of coverage of structures in a particular level depends on students and teachers as well as the method or technique used. This presentation is based on the structural approach.

The five declensions of nouns

The declensions of adjectives

The comparison of adjectives

The formation and comparison of adverbs

The four conjugations of verbs: indicative mood, imperative mood, active and passive voices, infinitives, participles, subjunctive mood (in part), deponent verbs (in part)

Irregular verbs sum (and compounds), eo (and compounds), volo and nolo, fio

Pronouns and pronominal adjectives: demonstrative, relative, personal, intensive, reflexive, interrogative, indefinite, possessive

Numerals

Agreement

Nouns: usages of nominative case, accusative case, ablative case, genitive case, dative case, vocative case, locative case

Verbs: indicative in main sentences, indicative in subordinate clauses, subjunctive in main sentences, subjunctive in subordinate clauses, infinitives, imperative, participle, gerund and gerundive, supine, uses of tenses: indicative, uses of tenses: subjunctive

Level II

Reinforcement of structures studied in Level I

Study in depth of the usages of the subjunctive, the gerund, the gerundive, the passive paraphrastic

Literary structure and style

Levels III and IV

Reinforcement of basic structures

Rare usages and irregularities of both grammar and syntax as they occur

Forms of poetic scansion

Literary and vernacular structure and style

Russian

Level I

Learning of the cyrillic alphabet (sounds and signs)

Study of structures in lessons presenting areas for study in helping develop identification with the every-day life of the foreign speaking culture

Nouns: all declensions singular and plural (3 decknoious) (6 cases)

Verbs: all tenses of the indicative mood of imperfective and perfective verbs

The imperative mood

Adjectives: qualifying, possessive, demonstrative adjectives

Pronouns: personal, demonstrative and possessive pronouns

Adverbs: the most common ones

Prepositions: the most common ones

Numbers and nouns in the nominative case

Level II

Reinforcement of structures learned in Level I

Verbs: the subjunctive mood, the conditional mood, active and passive present and past participles, the passive voice, the gerund

Numbers: declension of numbers and nou[illegible] all the cases

Spanish

Level I

Masculine and feminine subject pronouns

Masculine and feminine nouns

Masculine and feminine articles; plurals of the above to be studied later

Regular verbs in the present tense

Gradual introduction of irregular presents: tener, ir estar, poner, hacer, traer, dar, saber, conocer, decir

Gradual introduction of stem changing verbs

The difference between _tu_ and _usted_

Expressions of weather

Idiomatic uses of _tener_

Possessives and comparatives

_Al_, _del_

Contrast of _ser_ and _estar_

Personal _a_

Adjectives ending in _e_

Expressions of time - _de_ and _por_

Days of the week, months and seasons, numerals

Nouns ending in consonants

Adjectives of nationality

Commands - formal and familiar

Negation

Level II

Reinforcement of Level I, expanding grammatical terminology in the verbal usage of language

Direct objects, indirect, prepositional

Limiting adjectives

Present

Demonstratives

Reflexives

Shortened forms of adjectives

Adjectives as nouns

Adverbs

Reflexive verbs

New tenses - future, preterite, imperfect, progressives, perfects

Infinitive after preposition

Conocer vs. *saber*

Gustar - *interesar*

Neuters

Level III

Reinforcement of basic structures

Introduction of subjunctive

Sequence of tenses

Uses of subjunctive

Por and *Para*

Relatives

Condition and future probability

Passive

Verbs of separation

Sino vs. *pero*

Diminutives and augmentatives

Level IV

Reinforcement of structures as needed

Complete study of subjunctive

Emphasis of passive

More complicated relatives (cual, cuyo)

Literary and vernacular structure and style

Level V

Reinforcement of structures

Literary and vernacular structure and style

Pronunciation variations

Level VI

Reinforcement of structures is provided when needed by the group or by individuals in the group

Literary and vernacular structure and style

CHAPTER III

METHODS OF TEACHING FOREIGN LANGUAGES

Introduction

Personalizing Instruction in the Foreign Languages

Practices in Teaching Foreign Languages

Listening and Speaking
Reading
Writing

METHODS OF TEACHING FOREIGN LANGUAGES

INTRODUCTION

Each teacher develops his own style or method of teaching foreign language based on his knowledge, experience and personality. Whether he uses the audio-lingual-visual approach, the direct method, or an ecletic method (a combination), he bases his procedures on certain tenets, a summary of which follows:

> The learner learns by experiencing. He learns to understand spoken language by listening, to speak by listening and speaking, to read by reading, to write by writing. These skills are inter-related, progressing in natural order from listening through writing. He acquires realistic knowledge of a culture through vivid experiences in it.
>
> Cross-cultural understanding is taught. It does not just happen.
>
> The learner learns best when he is interested and when he can accomplish the tasks set for him and by him.

PERSONALIZING INSTRUCTION IN THE FOREIGN LANGUAGES

The method of teaching which provides the student experiences in acquiring a foreign language at his own level of performance is an area in which much experimental work is needed. The dropout rate from year to year in the foreign languages attests in part to the need for personalizing instruction to a much greater degree. Some schools are modifying student schedules to provide hopefully for more individualized instruction, as described in Chapter II, Modular Scheduling; others are trying somewhat similar patterns of organization within the self-contained classroom.

Following is a practice noted which has as its purpose greater personalization of instruction:

> The teacher plans his work to include activities which involve the total group, small groups and individuals within the group. He gives each student a work sheet which includes the objectives of the unit and the required tasks in which he must engage in order to reach the objectives. On the work sheet is a time schedule which requests each student to choose among several dates the day when he will be prepared to be evaluated on his performance of each task. On the work sheet are listed also additional activities to give highly motivated students opportunity to pursue the topic more deeply.
>
> The electronics classroom provides students the opportunity to reinforce skills in listening, speaking, reading, and writing during work periods, thus freeing the teacher to work with students on creative use of language and individual problems. The teacher, through more personal contact with each student, is able to motivate him better and to engage him in activities on his level of performance. He cannot expect the student who functions on the memory level to perform like the student who analyzes, and synthesizes with ease. Grades are not the great motivating factor in this class: it is performance in the foreign language and understanding of the culture.
>
> In such a program where the student has the opportunity to pace his work, to make choices among activities, to suggest further activities for himself, to evaluate his own progress, learning becomes inner-directed.

PRACTICES IN TEACHING FOREIGN LANGUAGES

Following are some practices in teaching foreign languages in the State. They are intended to be helpful and in no way prescribed. Blank sheets follow each part for use by faculty groups in adding to the lists.

LISTENING AND SPEAKING

Proposition: Since comprehension of the spoken language is a very difficult skill to master, it is imperative that from the very beginning the class be conducted in the foreign language with only limited use of English. Extensive speaking opportunities must be provided in order to reinforce listening skills as well as to build speech habits. Since language embraces recurring patterns of stress, intonation, kinesics and signs as well as sound, it is imperative that they be a part of all oral language taught.

PRACTICES

1. In introducing a new lesson, the teacher describes briefly in English the situation to be learned, then presents the meaningful situation in the target language in as authentic a cultural setting as possible, using when appropriate, visuals, such as, films, filmstrips, transparencies, pictures, and gestures.

2. The teacher pronounces a whole sentence or full utterance four or five times, walking around the room so that all students can hear and see him easily. He insists on normal speed and high quality intonation and pronunciation at all times, making the student aware of the importance of mastery of meaningful speech which he will be able to use in different situations.

3. The teacher repeats the model sentence loudly, clearly, and at normal speed, indicating by a gesture that the whole class is to repeat it, imitating as accurately as possible. This full-choral response of about eight to ten times is followed by repetition by smaller groups, such as first row, second row, boys, girls, left side, right side, and then the individual. In the smaller groups it is easier to isolate mispronunciations and to correct them before they become established habits. So that he can check accuracy in pronunciation, the teacher does not repeat with the class.

4. If the full utterance is too long for auditory remembering, it is broken up and practiced in meaningful phrases or partial utterances (partials). It is possible, in breaking up a long sentence for the first presentation, to build up from the end. In this way the important intonation at the end of the sentence is preserved throughout the building-up practice.

If a phrase or word is difficult for the students, the teacher breaks it up into syllables, being sure to put it together again immediately in context and to have students repeat the partial or complete utterance at the normal speed of a native speaker.

5. The students, after hearing the teacher's model, repeat the full or partial utterance twice in quick succession. This double repetition practice forces the student to remember, if only for a few seconds, the sequence of syllables, the phrase accent, and the melody of the sentence, and to repeat it under the stimulus of an acoustic image. The teacher can use a conventional signal to elicit double repetition.

6. Questions with responses are passed from student to student. The teacher can interrupt the chain to evoke longer and more complex answers. The memorization of the dialogues or a language content will not fulfill its role as a meaningful learning technique unless the student learns to use the language patterns outside of the context in which they have been presented.

7. Students act out situations learned. As they learn more and more language patterns they are encouraged to use them in different situations.

8. Pattern drills of all kinds in which the student makes a change in the structure orally are emphasized and drilled thoroughly. The student is encouraged to deduce rules of structure from drills when needed.

9. The tape of parts of the lesson studied is played as drill for students at different times as needed during a class period. It is an integral part of the class learning situation. This tape, played on a tape recorder on the teacher's desk or preferably from the console of the electronic classroom, provides the student opportunity to hear voices other than that of the teacher and relieves the teacher of the burden of drill needed to master the listening and speaking skills.

10. The teacher asks questions about material studied; the student replies.

11. The student asks the teacher or another student questions and elicits a reply.

12. The teacher makes a true or a false statement. The student replies. If statement is false, he gives the correct answer.

13. The teacher elicits answers to prepared questions which form an oral composition. The answers are written on the board or on a transparency for a following reading exercise.

14. The teacher provides opportunity for pronunciation and listening discrimination drills.

15. The student memorizes poetry and proverbs.

16. The student improvises situations using language learned.

17. The student answers questions in response to pictures and other realia presented.

18. The teacher prepares class for filmed program on ETV, presenting cultural background and new vocabulary. Students watch program, answer questions about it, see it again, discuss content and relate it to their own experience.

19. The student views, listens to, and talks about films in the language after preparation for the experience. Seeing films twice can increase learning.

20. The student is honor bound to speak the language during the class period and at other chosen times, such as at lunch and on Language Day.

21. The student can practice the language at times other than the class period in a special laboratory or in carrels in the library.

22. The student takes dictation.

23. A native aide from the community or abroad talks with large or small groups or individuals using as far

as possible only the vocabulary and structures the student knows.

24. The student gives oral reports and resumés at advanced levels and discusses and interprets literary works.

25. The student participates in panel discussions on topics which have been well researched.

26. The student is provoked to express opinions on different subjects, e.g. Which do you prefer, the theater or the movies, and why?

27. The student travels and/or studies in a country where the language is spoken.

28. The student is led to discuss current affairs and topics of special interest to his age group as he acquires language skills.

29. When the student has mastered the lesson studied, he is encouraged to listen to other materials of somewhat similar difficulty for further reinforcement and enrichment of his program. He should feel free to move from his place in the classroom to work on his own when ready to do so. Preferably the additional materials to which he listens are centered around the same theme studied by the total group.

30. The student reads part of a story and predicts orally the ending.

31. The teacher engages small groups of students in conversation while others work on reinforcement of skills in the classroom laboratory.

32. The teacher engages individual students in conversation.

33. The student listens to tapes from his "tape pal."

Other Practices in Teaching Listening and Speaking Skills

(This space is for language teachers to add practices.)

READING

Proposition: Reading is grasping meaning from written symbols without interference of one's own language. Translation is not reading; it is the art of expressing meaning from one language into another. Professor A. G. Bovée, in experiments at the University of Chicago laboratory school in the 1930's, found that the student who learned to understand and speak a language learned to read better than the student who learned only to "read." This interrelation among the skills suggests a variety of practices in teaching reading.

According to Dr. George Sherer,[21] reading with direct association between word and concept, with eventual liberation from especially constructed and glossed material, is the terminal behavior desired for the student. This assumes the ability to recognize automatically at least 5,000 words of high frequency and the ability to recognize automatically the basic grammatical structure of the language. Dr. Sherer suggests that a minimum of two years of high-school study is required to acquire the first 2,000 of these words and that a minimum of three years of high-school study and perhaps four is required to learn the structure of the language.

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[21] Sherer, George, "A System for Teaching Modern Foreign Language Reading", TEACHER'S NOTEBOOK, Harcourt, Brace and World School Department, New York. 1964

Choice of readings which develop the understandings about the cultural theme for study should be authentic in content and in language. What the selection is about, how pertinent its message is to the learner makes the learning of the language in which it is couched more satisfying.

Practices: Intensive Reading

1. The student is given a copy of material which he already knows aurally and orally. If a text, he is asked to turn to the lesson with which he has become familiar by the ear and tongue. Reading orally is the first step. Techniques may be the same as those used to teach the aural-oral skills, such as:

   Total group repeats after teacher whole sentence, thought groups, whole sentence.

   Roles are assigned to parts of class which read after the teacher.

   Roles are assigned to individuals in class who read after the teacher.

   Teacher may number sentences or lines of dialogue and have pupils read the sentence of the number which he designates.

2. Training in reading can be continued with the tape recorder or laboratory. First, the student listens to a text, followed by a rehearing accompanied by the printed text. The ear and the eye work simultaneously during the practice as the student reads in thought groups after the native voice.

3. In build-up drills,[22] the student has the text before him. The tape used is a two-phase repetition drill. In the teaching phase the student hears the first sense - making group (such as The young man), and he repeats this precisely in a pause provided. The tape gives the next sense - making group (arrives at the big house),

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[22] Stack, Edward M., The Language Laboratory and Modern Foreign Language Teaching, Oxford Univ. Press, New York, 1960, Chapter VIII.

and again a pause is allowed for the student's repetition. The final group in this sentence is given (at three o'clock in the afternoon), and the student repeats. The whole sentence is then read and the student repeats. This process continues throughout the reading exercise. The reading of the whole text at a normal tempo can conclude the above practice.

4. When the pupil has advanced beyond the elementary systematically build-up drills, he moves on to reading connected passages in the reading exercises---either in his text or in a reader. The laboratory coaching tape can take the place of time-wasting classroom monitoring of reading. The teacher prepares the tape by examining the reading assignment, making a slash-mark in the book after every relatively short sense - making group, and reading the assignment onto the tape if no commercial one exists. Pauses are left for repetition. Sense - making groups are always the basis for these coaching drills, unless the complete sentence is very short.

5. In the use of electronic equipment for coaching drills, one may follow this sequence:

> Pupil uses the tape with book closed as a repetition drill, listening closely for comprehension, and repeating with attention to accent, intonation, and sound production.
>
> Pupil opens book and uses tape for repetition drill.
>
> Student repeats the tape, this time reading each sense - making group before hearing it, as an anticipation drill. The latter tactic is merely a shift in the use of the pause in the tape. In repetition drill, the student reads during the pause following the master; in anticipation drill he uses the pause before the master to read from the book, then hears the master read the same sense - making group as a check. The student must be reminded that what he reads aloud should sound exactly like what he would say. Proper eye training is essential. The student must learn to see an entire sense - making group at a time rather than individual letters, words or misgrouped words.

6. A story or anecdote based on vocabulary already learned is read aloud by the teacher after which he asks class questions in the language. The pupil then reads the story in the language. He makes up questions to ask the class immediately or the next day.

7. The teacher introduces the reading lesson orally by talking about the story or passage in the language. If a picture is available about the subject he uses this as he speaks. He involves the class by asking questions as he tells the story. He introduces new words he wishes the class to note by definitions in language, by synonyms or antonyms.

8. Pupil reads in foreign language and paraphrases in foreign language what he has read. Pupil translates if teacher feels complete and accurate comprehension is needed. This is always the last step and is not to be confused with reading.

9. The teacher prepares a ditto sheet with new vocabulary words used in a contextual setting which pupils will meet in the reading. The students define in the language the meaning of the new words as used in the sentences - with the help of the teacher if necessary - and then use the new words orally in sentences of their own. The students then read the new selection.

10. The teacher prepares a ditto sheet with a concept of structure used in a contextual setting which pupils will meet in the reading. The students define the rule - with the help of the teacher if necessary - and practice the new structure in pattern sentences orally. The students then read the text, discuss its meaning using the new structure.

11. The teacher gives the student questions in advance of reading lesson. This prompts the reader on what to look for and tends to increase reading speed, especially if the question density is not too high.

12. Practicing pattern drills orally and afterwards reading them help develop automatic recognition of grammatical forms.

13. The density of vocabulary in reading should not exceed one new word in about every 35 to 50 running words or in every three or four lines of text in which everything is known or too obvious to gloss, and this vocabulary must be as useful as possible (Sherer, 1964).

14. Unfamiliar words and expressions are explained by means of synonyms, antonyms, definitions, pantomine, pictures, etc.

15. Drills including repetition and replacement are used to help students overlearn new words, expressions, structures.

16. Study of word families helps build vocabularies when these words are used in meaningful context.

Practices: Extensive Reading

1. Reading on his own can be encouraged as soon as the student begins to control the sound system and to become familiar with basic mechanics of the language. Some teachers will feel that their group or some members of their group are ready for extensive reading at some point in the first year course.

2. The teacher prepares lists of stories available for extensive reading. A minimum requirement is set up, with encouragement for the student to read as much as possible. Materials are on the student's level of accomplishment, since difficult reading can (and has) killed incentive to learn foreign language. In some instances, the teacher may want to give the student a skeleton outline of the story or a series of questions stressing essential points. When possible, readings should develop further the theme of the units taught in class.

3. The student listens to tape recordings of stories read.

4. The student reads and discusses in class foreign language newspapers and magazines which he has read outside of class.

5. The student learns to use a dictionary written entirely in the foreign language.

6. The student writes brief summaries of materials read.

7. The student discusses the material read with the teacher in a conference during the class period, before school in the morning, or at another convenient time.

Other Practices in Teaching Reading

(This space is for language teachers to add practices.)

WRITING

Proposition: The student should not be expected to express himself freely in writing until he has mastered many expressions through controlled writing. Free composition is for advanced levels.

PRACTICES

The student may -

1. Copy lessons he has learned to understand, speak, and read. The number of lines a day given to the student to learn to write will depend on his aptitude.

2. Take a dictation on the material he has learned to write through copying.

3. Write from memory the material he has learned through copying.

4. Be given sheets to fill in words that have been omitted by the teacher as a completion drill.

5. Write disconnected words on the board for word recognition.

6. Write a dialogue or paragraph, reworking what he has already learned into a different situation. He should avoid free compositions unless he works them out in this way.

7. Write structure drills.

8. Write directed compositions in which subject matter and treatment are specifically indicated (Stack, 1960):

   go to someone's house

   return a book

   thank your friend for it

9. Rewrite a text, changing the identity of the speaker and the time of events.

10. Make pattern drills.

11. Use a passage as a model, and write a similar passage on a comparable subject with constant concern to imitate the style and the vocabulary of the author being studied. Originality and individualism must wait until the student can write correctly and effectively.

12. Write short resumés or summaries of what has been read. Here are suggested directions to the student:

> Read the first paragraph rapidly in the foreign language to get a general idea of the setting, characters, and frame of reference. You will probably not get all the details, but you will at least have a general idea of where the action is taking place and what is going on.
>
> Reread the same paragraph rapidly. This time more details will fall into place on the framework you gained from the first reading.
>
> Write down a list of the things you learned from these two readings.
>
> Repeat steps a., b., and c. for each of the other paragraphs in the assignments.
>
> Using the notes you have made for each paragraph, write a concise one page summary of the important facts and ideas contained in the entire assignment. This will involve a critical choice, for not everything can be mentioned. (See Stack, 1960.)

13. Write a story about a picture which depicts an experience about which class has spoken and read.

14. Write about an artist, author or another interest of the moment. He is given an outline such as this -

The artist:

His life, including place of birth, family, education.

Qualities of the artist, his achievements, characteristics of his work.

Why student likes the artist. (See Stack, 1960.)

15. Write "free replacement" drills as found in A-LM.[23]
Example:

Tu as pu faire du ski l'hiver dernier?

Student substitutes to produce similar sentence.

Il a pu faire un séjour au bord de la mer l'été dernier.

16. Write "expansion" drills, as found in A-LM.
Example:

Voilà un détail

(petit)	Voilà un petit détail!
(important)	Voilà un petit détail important.

17. Write "free expansion" drills.
Example:

Paul travaillait

(something interrupted)	Paul travaillait quand je l'ai vu.
(something else was going at the same time)	Paul travaillait quand il était à Paris.

18. Read several paragraphs, then write one summary sentence for each paragraph.

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[23] A-LM materials published by Harcourt, Brace and World.

Other Practices in Teaching Writing

(This space is for language teachers to add practices)

CHAPTER IV

THE TEACHER AND THE CURRICULUM

Introduction
Qualifications of the Teacher
The Cooperating Teacher
The Student Teacher

THE TEACHER AND THE CURRICULUM

Introduction

The teacher is the creator of the foreign language curriculum. Whatever the suggested program written in a course of study, it is he alone who breathes life into his course, who makes learning his discipline an interesting, satisfying adventure for the learner.

The curriculum, therefore, is as broad as the teacher's experience, knowledge and vision; as personal as his acceptance of and provision for differences among learners; as varied as materials, equipment, method, and experiences provided students both in and out of class permit; and as contagious as his enthusiasm.

The teacher, therefore, must be a highly qualified person who loves to learn.

QUALIFICATIONS OF THE TEACHER

Because of the significance of the role of the teacher as creator of curriculum, he should be constantly working toward professional and personal qualifications such as the following, gained in part through living and study in the foreign culture:

He -

Converses with near-native competence on topics pertaining to his profession.

Reads with immediate comprehension prose and verse of mature content (from magazines and newspapers to research).

Writes on a variety of subjects, particularly those pertaining to his profession with idiomatic naturalness, ease of expression, and feeling for the style of the language.

Applies knowledge of linguistics, psychology, and cultural anthropology to the language teaching situation.

Has insight into the foreign culture and his own culture which he has achieved and continues to pursue through an analytical, systematic study of their geography, history, social and political institutions, customs, values, and areas of creative expression, such as literature, art, music, science, daily living.

Values language as one of the greatest expressions of a culture.

He -

Shows interest in and is able to challenge the age group which he teaches.

Sees his discipline as a means of enriching the life of his students and of helping them become increasingly mature in thought and behavior.

Is involved in continuous development of curriculum in his school district, in its implementation, and in experimentation.

Uses various techniques of evaluation and testing to improve his instructional program.

Uses technology and other media as an integral part of the teaching-learning process.

Provides flexible organizational patterns within the classroom when indicated to help students of different levels of ability approach their goals more nearly.

He -

Is committed to his profession and proud of it.

Seeks new knowledge through -

reading professional literature.

belonging and contributing to organizations devoted to his field.

participating in professional meetings.

observing in other schools and in his own school.

sharing his ideas in meetings and in writing for professional publications.

Sees the teaching of his discipline as one contributing part in the education of the student.

Contributes to the total school program as well as to his own special area of interest.

THE COOPERATING TEACHER [24]

The cooperating teacher has the qualifications which the profession desires to transfer to its new generation of teachers. Thus, the selection of these teachers must be made on the basis of teacher qualification, not simply on geographic conveniences - and also on the philosophy and practices of the school. The cooperating school must see the function of the student teacher as that of enriching the school program for its students.

The cooperating teacher has the professional and personal qualifications listed in the Section on The Teacher to a high degree. In addition, he -

Wants to train others for his profession.

Sees the training of others as an enrichment of his own program.

Shows leadership in his field.

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[24] Based on "Orientation Manual for Cooperating Teachers" of the School of Education of the University of Delaware with modifications and additions by authors.

Plays a leading role in affairs of the total school.

Is creative in his thinking and in his practices.

Can establish good relationships with students of college age and can challenge them to understand and accept professional opportunities and obligations.

Some specific duties of the cooperating teacher in guiding the teaching experience of the student teacher are -

Acquainting him with the general curriculum and staff of the school, including particular practices, such as reporting to parents, use of pupil records.

Serving as a teaching model.

Acquainting the student teacher with the total foreign-language course of study, its instructional goals, some possible techniques for involvement of the student in the learning process, and the materials and media available to him in the classroom and school.

Inducting the student teacher gradually into total group teaching through involving him in work with individual students, with small groups, with one and two days of teaching the total group, all as a part of his own unit of work in a team teaching effort.

Working with the student teacher closely in preparation of units of work and lesson plans including tests and means of evaluation, allowing freedom for creative planning while encouraging use of flexible organizational patterns within the classroom and providing experience in working with other teachers of the same subject in a team effort.

Helping the student teacher evaluate his work each day and assisting him to find ways to improve his instruction.

Providing opportunities for the student teacher to have further learning experiences in areas in which he may be weak.

Encouraging and teaching use of aids which extend the power of the teacher and the book: ETV, the tape, transparencies, the electronics classroom, the separate laboratory, the tape recorder, the victrola, the film, pictures, slides.

Encouraging activities which bring greater reality to language learning both in and outside of the classroom, e.g. use of community resources, carefully planned exchange programs, use of foreign aides.

Inculcating by example and enthusiasm respect for the profession and a desire to improve it by associating with its organizations.

Instilling in the student teacher the notion that learning is as on-going for the teacher as is life and that he must set as his goal working toward becoming the teacher described in this section, a goal toward which each one strives but never attains.

THE STUDENT TEACHER

Some experiences the student teacher of foreign language should have during student teaching:

He should -

- Plan a unit of work and execute it. The unit should include -
    - Specific purposes of the study :
        - Topic around which language to be learned will be based.
        - Concepts and understandings about the culture and the language to be developed during the unit.
        - Specific behaviors pupils should acquire during study.
    - Student and teacher activities designed to bring about desired student learning.

Examples: role playing, viewing filmstrips which accompany situations, participating in oral pattern drills with teacher, listening to tape for reinforcement of skills to be acquired, reading specific materials which develop theme of unit.

Materials and equipment needed to develop desired behavior:

Texts and other printed materials.
Audio-visuals: tapes, films, pictures.
Electronic aids.

Tests to aid students in learning process.

Means of evaluating effectiveness of unit.

Daily lesson plans with time allocations for each activity.

He should -

Use in his teaching all aids which give vividness to the learning situation; e.g., the tape to strengthen language skills and to bring different voices into the classroom, the visual to bring reality and help eliminate English from the foreign language classroom.

Learn to involve students in setting goals for their learning, and set deadlines for accomplishment of their goals.

Learn how to organize flexible groupings within a class to accomplish goals; to work in and organize large group instruction, small group instruction, and have experience in cooperative teaching and independent study programs.

Experience ways of evaluating progress of the student in addition to tests; for example, through personal conference, daily work, observation.

Learn to administer standardized tests in the four skills of language learning and to know the significance of the results of such tests in improving the instructional program.

CHAPTER V

CRITERIA

Selection of Materials

Selection of Students, Chaperones, and Programs of Foreign Study and Travel Abroad

Examples of Exchange Programs Organized in the State of Delaware

To provide reading materials appropriate to the content, length, interest, and difficulty of each level and of the students involved. Readings in history, sociology, literature, art, current life, current events, and other aspects of the foreign culture are chosen to develop further the theme of each unit.

To provide drills in development of writing skills from copying to controlled, directed writing and use of models.

To make rewarding the transition from level to level within the logical sequence of the program.

To restrict the use of English.

To provide a battery of sequential tests for all skills and cultural concepts for each unit and for the entire level.

To provide a teacher's manual with useful drill techniques and examples of class activities.

To be accompanied by -

high quality tapes which have

a variety of native voices representing different sexes and age levels.

recording at native fluency (in general professors do not make the best lesson tapes; most sound too "teachery").

short pauses in drills to contribute to development of automaticity of response.

correct answer following first pause for reinforcement or self-correction.

variety of drills.

tests which demand more than choice response or auditory discrimination.

visual materials whether posters, slides, film-strip or motion pictures which are -

culturally authentic. (They avoid American setting or over-emphasis on the quaint and atypical.)

free of English-language text or sound-track.

accompanied by a sound track with a variety of voices of different age and sex groups.

directly related to the lessons in the classroom.

library materials

Other readings which develop themes in units studied throughout the entire sequence of study should be available in classroom libraries or resource centers. The readings should be accompanied by tapes and visuals when available. Criteria similar to those mentioned above are appropriate for library materials.

Finally, it is important to consider whether the majority of the staff of the school will be comfortable using the text and its aids and other materials after using them for a period of time.

CRITERIA

THE SELECTION OF STUDENTS, CHAPERONES, AND PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD[25]

The Recruiting and Selecting of Students Who Travel Abroad Should Be Based On

Character, constituting -

Emotional stability, good judgement and dependability.

Evidence of initiative, curiosity and leadership.

Tact and a disposition to learn, rather than to teach; to feel equal, rather than superior.

Personal Readiness, denoting -

Proper emotional and intellectual maturity for his age.

Physical fitness to withstand rigorous climate and environment.

Ability to adapt himself to a variety of situations, including those which may be physically or psychologically uncomfortable; e.g., customs, foods, standards of living.

Willingness to enjoy pleasures of the people with whom he lives and to spend no more money than they do.

Citizenship, embodying -

Respect for others and an active interest in harmonious international relations.

Ability to exchange ideas and to promote friendship with citizens of other nations.

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[25] Prepared by a State Committee working with the State Supervisor of Foreign Language Education, 1965-66. This document is a forerunner to the one on this subject sponsored by the National Council of State Supervisors of Foreign Language.

Academic Preparation, including -

Satisfactory scholastic record and interest in scholarship.

Knowledge of the foreign language and culture.

Appreciation of differences in cultural values among peoples.

Knowledge of democracy and capitalism and of their function in our country as well as ability to interpret this knowledge to others.[26]

The attributes listed above for selection of students point out the necessity for making careful choices of those who will represent our country abroad. A program which accepts all students who have the financial means to travel without proper screening is not in the best interests of Delaware or of the United States.

The Recruiting and Selection of Chaperones Should be Based on the Same Personal Qualifications as Those of Students. In Addition, a Chaperone Should be a Mature Adult With -

Sympathy for and understanding of young people.

Ability to inspire confidence in young people.

A willingness to devote his entire time to the supervision of the group.

Knowledge of the foreign country and of the language, gained in part from previous visitation in the country.

Since a chaperone must act in the capacity of both parent and interpreter of the foreign culture to students in his care, it is evident that his selection cannot be based solely on the number of students he recruits or on the financial consideration involved. Proper screening is mandatory.

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[26] An appropriate reference for teacher guidance is found in The Challenge of Our Times, State Department of Public Instruction, 1963, Chapter I.

Criteria for Judging the Study and Travel Program

Study, either formal or informal, should make up a part of each day, approximately three hours, unless the students are participating in a work project or in a special interest study project.

A curriculum in the foreign language which includes a study of culture should be provided in properly organized classes of students of similar preparation and age.

An acceptable record of attendance and examinations abroad or on return should be required. It is possible that results of such an experience might be translated into credits at some time.

The teachers in the program should be persons who are fully qualified to teach in the country of their origin and who have been oriented to the type of program our students need. In some programs abroad the teachers for summer programs are not connected with the University and are often times winter students either there or elsewhere.

Provincial towns are preferable to cities for summer study.

International and local travel costs should be included in the price quotation of the trip.

The sponsoring travel agency which has a listing in the Student Abroad Programs published by the Council on Student Travel may be favored in selection of programs. Programs organized at the local level should have the approval of the local Board of Education or Board of School Trustees.[27]

The sponsoring travel agency or the State and Local Board of Education should require adequate insurance coverage for all pupils engaging in a pupil travel or study program.[28]

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[27] See: Handbook For Secondary Schools, State Department of Public Instruction, Delaware

[28] Ibid

Criteria for Judging Housing

Special attention should be given to the housing of the students.

Home stay is preferable to dormitories in a university or a lycée and should be used wherever possible.

Supervision in the home should be by the parents whose homes are offered to students; dormitory supervision should be provided by chaperones of the group; students should be provided supervision for all activities.

The foreign language should be used at all times.

Choice of homes should be arranged in advance with a liaison person who is cognizant of the types of foreign homes which would provide the desired experience for the American student.

EXAMPLES OF EXCHANGE PROGRAMS
ORGANIZED IN THE STATE OF DELAWARE

A program of study between schools in the Caesar Rodney and Dover Districts and the Instituto Pan-Americano in Panama City

Account of Twin City program between Newark and La Garde-Freinet

The Gunning Bedford exchange program

Panama Project

Introduction

This is a proposal to use the bond of common interest in language study found in young people of the Dover area of Delaware and young people of the Republic of Panama as a means of furthering their knowledge of each other's country and their mutual understanding and respect.

It is because the State of Delaware is paired with the Republic of Panama under the Alliance for Progress that the educational program described in the following pages has been organized as a pilot program between Delaware and Panama.

The Plan

This project consists of the following phases:

Phase I:

Selected students of Spanish from the Caesar Rodney and Dover High Schools attend appropriate classes in the bilingual Instituto Pan-Americano in the City of Panama during the summer months. (The school year in the Republic of Panama begins in April and closes in December.) During their stay, these students live in Panamanian homes, visit people and places of special interest, and participate in the everyday activities of young people their age in Panama. Teachers of Spanish may also join the program.

Phase II:

Selected students from the Panamanian school attend appropriate classes at the Caesar Rodney and Dover High Schools during February and March, the Panamanian summer months. These students live with American families, visit people and places of special interest, and enjoy the everyday activities of young people their age in the Dover area. Teachers are assigned to schools also to make contributions under the direction of the regular teachers.

Objectives of the Project

This project is designed to help promote the study of Spanish and English in the respective schools involved through giving a greater sense of reality to foreign language study. More specifically, it serves as one means of providing:

1. Greater motivation to students to pursue the study of the languages involved (Spanish and English) to a desirable level of proficiency.

2. A greater stimulus toward lengthening the period of time devoted to the study of Spanish in the schools of Delaware.

3. A first-hand knowledge of another country and another people gained, however haltingly, in the host's own language.

It is expected that this pilot program will grow to include students from other schools in the State and that it will give impetus to setting up study centers in other countries whose languages are being taught in Delaware. This program is intended, therefore, to be one means of stimulating schools systems to hasten their building of foreign language programs which reflect the stature of our country and its interests in the world community.

Steps in Implementing the Plan

The Coordinators from the Dover area, Genelle Caldwell of the State Department of Public Instruction and Carlos Page of the William Henry Middle School, with the assistance of the Delaware/Panama Partners of the Alliance, made contacts to carry out the plan. They have followed the established procedures which are already in effect to secure the official approval of the project by the Ministry of Education of Panama who in turn chose a coordinator to work with his American counterparts. This coordinator is Señora Lois de García.

It is expected that a coordinator will accompany his group to the host country and will participate actively in the program provided for his students. He will work cooperatively with his counterpart. Specific duties will be those which follow:

1. The coordinator will set up the machinery for the selection of participants from each country. The following criteria will be used as a basis for selection.

A. Students will be eligible to participate upon satisfactory completion of two years of study of their foreign language.

B. Students must be in their junior year of high school (unless, in the opinion of teachers involved, exceptions should be made).

C. Final selection will be based in part on recommendations from school and community leaders which will be included on the application to be provided by the coordinator to each applicant.

D. A committee of three persons appointed by the coordinator(s) will make final selections of participants.

2. The coordinator will make arrangements for living accomodations in private homes. Each participant from Delaware will preferably be housed in the home of a Panamanian student chosen to study in Delaware who will, in his turn, be housed in the home of his counterpart. Participation in the program is not restricted to reciprocity in housing arrangements, however.

3. The coordinator will also-

A. Provide special study sessions about the country to be visited before departure. This will involve individual reading, informal talks about local aspects of the host country with special emphasis on culture. The most important aim of this particular study will be to lessen, insofar as possible, cultural shock.

B. Make travel arrangements for participating students.

C. Meet and transport students to their "homes".

D. Orient students to their new environment which will involve-

1. enrolling them in the schools they will attend.

2. securing interviews for them with interesting persons in public and private life.

3. providing suitable recreational activities when desirable; e.g., picnics, excursions, theater, concerts, movies, sports.

4. arranging travel to places of interest in the host country.

5. acting as counselor to the participants.

6. making arrangements for departure of students from the host country to their homes.

Evaluation of Project

1. It will be the responsibility of the coordinators to carry out an evaluation of the entire project, involving all persons who have participated in its development: students, coordinators, the supervisor of foreign language education of the State Department of Public Instruction, a member (or members) of the Partners of the Alliance, principals of the schools involved, and any other interested persons appointed by the coordinators. This evaluation will include the strengths and needs of the entire program, its organization, and the attainment of its aims and objectives.

2. Delaware students will be given the Modern Language Association listening-comprehension test before leaving for Panama and on their return in order to measure their achievement in Spanish. It is possible that the coordinator of the Panama program will want to test his students in a similar way.

3. Participants will be required to submit a written report about experiences which have had meaning for them in the foreign country.

4. Participants will be asked to share their experiences with school and community groups.

Flyer to Parents and Students of Spanish

Summer Study of Spanish in Panama for Selected High School Students in the Dover Area

Pilot Program

Students from schools in the Dover area are being chosen at this time to spend six weeks during the summer studying Spanish in the Republic of Panama. These students will live as guests in homes of young people their own age and will attend classes at the Pan American Institute, a bilingual high school in the City of Panama. A committee of teachers from this high school has already been formed to receive young people from the Dover area and to prepare a meaningful program for them. Lois M. de García, teacher at the Pan American Institute and vice-president of the Delaware/Panama Partners of the Alliance, has been appointed project coordinator for Panama. This study program has the support of the Delaware branch of the Delaware/Panama Partners of the Alliance under the United States Department of State. As time goes on, it is hoped that a source of funds will be found to underwrite the venture.

Students from Delaware who will have this rich experience from June 20 to August 1, 1966, will be chosen by a committee from candidates proposed by teachers of Spanish in the local schools. In order to qualify, a student must have studied Spanish in high school for a minimum of two years and be considered a young person who will represent the State well.

It is estimated that the cost of this program to each student will be $350.00, budgeted as follows:

Round-trip ticket from Washington Airport via Eastern Airlines (Figure quoted from Bank of Delaware Travel Office)	$219.00
Travel and Health Insurance	10.00
Inoculations and necessary papers	20.00
Spending money (Based on one dollar per day for six weeks)	42.00
Optional expenses (Possible travel in Panama for two weekends)	50.00
TOTAL	$341.00

For further information concerning the overall program, contact either

Carlos Page, Teacher, William Henry Middle School, Coordinator of program in Dover area for summer of 1966

or

Genelle Caldwell, Supervisor of Foreign Language Education, State Department of Public Instruction

Preliminary Application Form for Summer Study of Spanish in Panama

Name in full____

Permanent address____________________________________

Birth date__________________Country of citizenship________

School______________________Class this year__________

Father's name in full________________________________

Country of birth_______________Living or deceased_________

Occupation____

Home address______________________________________

Mother's name in full________________________________

Country of birth_______________Living or deceased_________

Home address (if different)___________________________

What foreign languages have you studied?__________________

__________________ How long by June of this school year?_____

Have you ever lived or traveled abroad?___________________

If so, when and where?________________________________

Indicate your special interests__________________________

____

____

What is the state of your health?________________________

With this application, attach a statement to answer the following questions: "What are your reasons for wishing to attend school and to live with a family abroad, and what do you think you can learn from this experience? What do you think you can contribute to this Panama program?

Signature of applicant_________________________________

Signature of parent or guardian__________________________

Please return this form immediately.

Panama Project - Phase II

Plans and Pertinent Information Regarding Students and Teachers from the Instituto Pan-Americano

I. Assignment of students

A. Dover High School

	Host Family
Teresa Galvez	Mr. and Mrs. David Gamberg 11 Highview Avenue Dover, Delaware 19901 Phone: 734-4695 (Dover student: Andrea Gamberg)
Javier de la Rosa	Dr. and Mrs. Rhoslyn Bishoff Park Drive Dover, Delaware 19901 Phone: 734-4328 (Dover student: Steve Bishoff)

B. Caesar Rodney High School

Ilsa de Arco	Mr. and Mrs. Frank B. Matthews 115 Camden-Wyoming Avenue Wyoming, Delaware 19934 Phone: 697-6523 (Caesar Rodney student: Mary Matthews)
Lucila Araujo	Mr. and Mrs. Roy Wall 28 West Camden-Wyoming Avenue Wyoming, Delaware 19934 Phone: 697-6066 (Caesar Rodney student: Virginia Wall)
Irma Ensenat	Mr. and Mrs. John Jardine 1963 Mitten Street Dover, Delaware 19901 Phone: 697-6066 (Caesar Rodney student: Linda Jardine)

Pantaleon Henriquez Bernal

Mr. and Mrs. Richard Starke
223 Kesselring Avenue, Mayfair
Dover, Delaware 19901
Phone: 736-1548
(Caesar Rodney student:
Brandt Starke)

II. Assignment of teachers

Manuel de Jesus Canto - Alexis I. duPont High School

Person in charge of his program:

Mr. Edward A. McGill
Alexis I. duPont High School
Greenville, Delaware 19807
Phone: 654-9918

Miss Panama Solis - State Department of Public Instruction

Person in charge of her program:

Miss Genelle Caldwell
State Department of Public
Instruction
P.O. Box 697
Dover, Delaware 19901
Phone: 734-5711, Extension 498

The AATSP is preparing a schedule of visits to schools and communities throughout the State for each of the teachers.

III. Panamanian address of visitors

All guests coming from Panama--students and teachers--can be contacted at this address:

P.O. Box 1037
Panama 1, Panama

IV. Arrival of visitors

Our Panamanian guests will arrive at the National Airport in Washington, D.C. on Saturday, February 18 at 2:15 p.m. via National Airlines, Flight 108.

V. Families who will meet guests at airport:

Mr. and Mrs. Roy Wall (Mr. Wall will take photos of the incoming group.)
Mr. and Mrs. Richard Starke
Mr. and Mrs. John Jardine

These families will drive our guests to Dover. Other host families may prefer to meet their own guest at the airport and are encouraged to do so if convenient.

VI. Responsibilities of schools

A. Scheduling students in classes to meet their interests.

B. Providing opportunities for guests which they feel of special value.

VII. Other activities with persons responsible in each area.

A. Publicity - Mrs. Allison Pugh
State Department of Public Instruction

B. Becoming acquainted with -

1. Dover and State officials - Dr. Maynard H. Mires

2. Other interesting places in Delaware - Mrs. Rhoslyn Bishoff

C. Special week-end trips

1. New York City - Mrs. John Jardine

2. Washington, D. C. - Mr. Carlos Page

3. Williamsburg, Virginia - Miss Genelle Caldwell

D. Raising funds for special trips

Miss Virginia Bowles
Mrs. Jack Curl
Mrs. Frank Matthews
Mrs. Roy Wall
Miss Mayton Zickefoose

VIII. Other persons playing a major part in this program whose names are not listed specifically in the above activities:

A. The administrators and teachers of Spanish in the Caesar Rodney, Dover and Alexis I. duPont Special School Districts.

B. Teachers of Spanish in the State who are planning a program for the visiting teachers.

Panama Project - Phase II

Schedule of Events

For Students and Teachers from Panama

Tuesday, February 21

2 p.m. - Audience with Governor Charles Terry and visit with Mrs. Terry at the Governor's Mansion.
Drivers: Mrs. Helen Bennett, Mrs. Allison Pugh.
(Dr. Maynard Mires and Mrs. Joan Abraham)

Thursday, March 2

2 p.m. - Latex. West Gate from Salisbury Road. Guide will meet them.
Drivers: To be found.

Friday, March 3

9 a.m. - Leave for Williamsburg. Return Sunday.
Drivers: Miss Genelle Caldwell, Mr. Hernan Navarro.

Tuesday, March 7 (All day)

9 a.m. - WDOV with Shug Adlam. Only the students.
Drivers: Mrs. Dorothy Bishoff, Mrs. Frank Matthews.

1 p.m. - Dickenson Mansion, Barrett's Chapel, Delaware State Museum
Drivers: Mrs. Dorothy Bishoff, Mrs. Frank Matthews, Mr. Robert McKim.

Thursday, March 9

9 a.m. - Winterthur Museum, Hagley Museum.
Drivers: Mrs. LeMar Pierce, Mrs. Dorothy Bishoff.

Weekend of March 11

New York City.
Mrs. John Jardine in charge.

Tuesday, March 14

9 a.m. - Dover High School - Program by Panamanians.

11 a.m. - Caesar Rodney High School - Program by Panamanians.
Drivers: To be found.

Thursday, March 16

11 a.m. - University of Delaware.
Drivers: Mrs. Frank Matthews, Mrs. Tiny Emmert.

Thursday, March 23

10:30 a.m. - Rehoboth Beach.
Lewes - Zwaanendael Museum.
Drivers: Mrs. Richard Starke, Mrs. Dorothy Bishoff.

Saturday, March 24

Washington D. C.
Driver: Carlos Page.

Tuesday, March 28

9 a.m. - Longwood Gardens.
Drivers: Mrs. William Livingston, Mrs. Dorothy Bishoff, Mrs. John Lazzari.

STUDENTS WILL BE PICKED UP

AT THEIR SCHOOLS

Dance Programs for Week of March 13-18
For Panamanians

Tuesday, March 14

Arrive costumed at Dover High School at 8:30 a.m. Program begins at 9:20 a.m.
Ride to Caesar Rodney High School. Program starts at 11:45 a.m.

Thursday, March 16

Arrive at Hub Restaurant in costume at 6 p.m. Guests of Delaware/Panama Partners of the Alliance.

Friday, March 17

Arrive at 12:30 p.m. Room 232, Board of Health Building, costumed to dance for administrators.

Saturday, March 18

Arrive at 8:45 a.m. costumed at Dinner Bell Inn to dance at State Conference for Teachers of Foreign Languages.
Will be excused by 11 a.m.

Twin Town Program

By Pauline Lacey
Newark Senior High School

(Excerpts published with permission of
author from September issue, DSEA Journal)

How it all Began

The story of this twinning of Newark, Delaware and La Garde-Freinet, France, starts in September, 1959. At that time Mr. Alfred Max, editor of the highly successful Paris magazine, Realitiés, and mayor of La Garde-Freinet, approached Mr. Durnal, then mayor of Newark, and proposed the town affiliation. Mr. Max had been interested in Newark since 1933, when he had spent a year studying at the University of Delaware. The chairman of the Newark twinning committee was and still is Mrs. Cyrus Day, the public-spirited wife of Doctor Day, Mr. Max's favorite professor at Delaware with whom he had formed a lifelong friendship. The chairman of the La Garde twinning committee until his death was Mr. Edouard Demuth, a cork manufacturer with an abiding interest in young people and a desire to do something "constructif" in the world. The present chairman is Mademoiselle Josette Infernet, the chaperone of the French group that visited Newark in 1961.

Exchanges Made

After a formal exchange of letters between the two towns was completed, an exchange of gifts began. La Garde's first gift to Newark was a box containing many flavors of honey, cork articles, glazed chestnuts, and patience, delicately flavored small cookies that are a specialty of the town, and a charming Christmas record, Noel en Provence. The first gift from Newark to La Garde was made by the Newark High School French Club, two white azalea plants which are still blooming in the town square. Newark has also sent a box with histories of the United States, Delaware, and Newark, samples of local industrial products, and records. Each year the exchange has continued.

The program's greatest achievement, however, has been the exchange of people. The first official visit took place in March of 1960 when Mr. Demuth came to visit Newark. He was greeted at a town reception, taken on a tour of local businesses by the Kiwanis Club, and given a hearty welcome by everyone. He talked to the high school students and gave them such a warm invitation to come to La Garde that eight Newark students went to live with families in France that summer. The following summer five Gardois came to Newark. Four of these had received Americans the summer before and they lived with their American friends. The following summer eight Newark High students went to La Garde and in 1963 eight Gardois came to Newark. In the summer of 1964 six students visited La Garde. Among these exchanges have been sisters and brothers in the same family. In 1963 the mother of one of the French boys who was a visitor in 1961 came to Newark, because as she said, "I wanted to meet the friends my son is always talking about." In 1965 Newark was again host to four young people from La Garde. Now seven students from Newark are making plans for their stay in France.

Although La Garde is a much smaller town than Newark, the exchange continues to be remarkably equal. It has been financed entirely by the families concerned on both sides of the Atlantic. The first French group to come over had done very little travelling, only one member having been even as far as Paris, but they could not wait to fly across the ocean into the arms of their American friends.

Everyone is "So Nice"

What they found here can be gathered from snatches from their letters. "The houses are so large, and every home is surrounded by a park," "It's very humid, but we go to swimming pools all the time." "The salad appears on the plate with the meat and the green bean!" "I get dizzy in the supermarkets; they're so huge." "The American character is open." "I understand English so much better now.", and over and over again, "I couldn't believe people could be so nice!"

Impressions that came back to American parents from France include the poem that concludes this article, and exclamations: "The sky is so blue! It's even bluer than in those impressionist pictures Miss Baily told us about." "I'm getting so I like garlic." "The air is so clear. I feel good all the time." "Imagine swimming in the Mediterranean every day!" "I understand French so much better now.", and over and over again, "I couldn't believe people could be so nice!"

These exchange experiences are, of course, based on the work of many, many people. The program is directed by the chairman and a steering committee. Working with them are five standing committees, and for every big project there are additional volunteers. This again is an advantage of the twinning program. Town and school work together on a common project and a kind of secondary twinning goes on as each gains in respect and appreciation for the other.

The Gunning Bedford Exchange

The Gunning Bedford School carried out an exchange program with a Mexican school on a family to family basis in the summer of 1965. James Roberts from Gunning Bedford of Delaware City visited Luis Ruiloba's family in Mexico City and attended Luis' school for the summer. In the winter of the same academic year Luis came to stay with James' family for two months and attended Gunning Bedford. Both schools and families involved expressed their satisfaction with this program.

Schools Involved

Gunning Bedford High School, Delaware City and Colegio Franco-Inglés, Mexico City.

Students

James Roberts, who had studied Spanish for two years, and Luis Ruiloba. Both traveled on a visitor's visa of three months.

Coordinators

Hernan Navarro at Gunning Bedford and Noemi Martínez of Mexico City.

How Arranged

Proper contacts were initially made through Mr. Navarro's personal friends in Mexico.

Time

Two months in summer of 1965 and two months in winter of 1965-66.

Cost and Source of Finances

$122 and pocket money provided by these local organizations: the Delaware Century Club and the Tidewater Oil Company.

Transportation

By bus.

CHAPTER VI

TESTING AND EVALUATION

Introduction

Purposes of Tests

Kinds of Tests

Other Means of Evaluating Student Progress

Evaluation of Program

TESTING AND EVALUATION

Introduction

Evaluation of pupil progress and evaluation of program have as their purpose the improvement of instruction. This section is concerned with kinds of tests - standardized and teacher-made - other means of evaluating student progress, and evaluation of foreign language programs.

PURPOSES OF TESTS

Testing, which is one phase of evaluation, may have these possible purposes:

Diagnosis of pupil strengths and weaknesses.

Determination of levels of proficiency within a group in order to set up flexible grouping when indicated.

Determination of group achievement as a whole.

Motivation of learning by having students involved in evaluating their own work and correcting deficiencies.

Practice in order to know how to take a test.

Determination of the effectiveness of a foreign language program from level to level, and of experimental work.

Placement of students in courses.

Guidance of the learner toward further study and career possibilities.

KINDS OF TESTS

Standardized Tests

Proficiency tests

The MLA Cooperative Foreign Language Tests

These tests measure proficiency in listening, speaking, reading and writing. Two levels with two forms each are available: Level L is designed for students with one to two full years of study in secondary school or one to two semesters of study in college. Level M is designed for students with three and more years of study in secondary school or three to four semesters of study in college.

Pre-recorded tapes accompany the listening-comprehension and speaking tests. The listening-comprehension tape, accompanied by a sheet of multiple choice answers for the student, contains the following types of items:

single utterances
brief conversations
oral passages
telephone conversations
dramatic scenes

The speaking test which requires responses recorded on tape has also visual stimuli in the booklet. Types of items are these:

echoing what one hears
reading aloud

answering questions based on pictures

describing both single and serial pictures

Evaluation is made by use of rating scales.

The testing of reading skill, through questions such as completions and multiple choices, includes comprehending words, phrases, sentences and passages. The skills of writing are tested through both directed and free responses. Questions include:

fill-ins

structural changes

rewriting of paragraphs and dialogues

The time required for each part is:

	Minutes
Listening-Comprehension	25
Speaking	10
Reading	35
Writing	35

Tests may be purchased from Educational Testing Service, Cooperative Test Division, Princeton, New Jersey.

Pimsleur Tests

Their Format and Content

The content of the Pimsleur Tests was selected to include a representative sample of material commensurate with the aims of first- and second-level French/Spanish/German courses. Four separately available tests at each level measure proficiency in the four language communication skills--listening, speaking, reading, and writing. The first-level tests are designated Form A, and the second-level tests, Form C. The descriptions presented below apply to both forms of the tests for all three languages.

> Test 1. Listening Comprehension. Auditory perception and comprehension are measured by means of a two-part test presented on tape. On the first part, designated as Side 1, the student hears a sentence once and then selects from among four similar appearing sentences the one he thinks he has heard. The Side 1 questions thus measure the student's ability to listen attentively, to distinguish individual French/Spanish/German sounds in the context of a complete sentence, and to associate these sounds with their written symbols. Side 2 measures listening comprehension in the strict sense, requiring the student to select an appropriate rejoinder to the question or statement presented on tape. The test sheet on which the student marks his answers contains four options for each test question.
>
> Test 2. Speaking Proficiency. Pronunciation and fluency are measured by means of a three-part, taped test. Part 1, Vocabulary, in which pictures serve as the stimuli, measures the ability to recall, with some spontaneity, words basic to the language; Part 2, Pronunciation, the ability to reproduce specific sounds or sound patterns in the context of a sentence or phrase; and Part 3, Fluency, the ability to respond meaningfully to a few basic questions. The directions for all three parts and the test questions for Part 3 are given on the test tape. The pictures for the vocabulary section and the printed material for the pronunciation section are presented in a four-page booklet. The student records all answers on tape.
>
> Test 3. Reading Comprehension. Comprehension of the written language is measured by means of a test consisting of several short reading passages, each of which is followed by a series of questions. The passages, which vary in length, format, and subject matter, have in some cases been adapted from published sources. The test questions are based on two principal components of the reading skill: (1) the ability to grasp the literal meaning of a passage and (2) the ability to draw inferences on the basis of

information presented in a passage. A four-page booklet and an answer sheet are used with the test.

Test 4. Writing Proficiency. Competence in writing the language is measured by means of a four-part test, arranged in such a way that the student progresses from simple to more complex writing tasks. In Part 1 the student is required to complete a paragraph or dialogue by filling in each blank with a single word--in most cases a preposition, pronoun, or article--as required by the context. In Part 2, which is concerned with verb knowledge, the student supplies the correct form of a given verb. Part 3 involves sentence transformations. Here the student is required to rewrite several sentences, making all changes necessitated by the substitution of a new word or phrase. Part 4 is a free-writing exercise, carefully controlled through pictures. On this test, the student thus indicates his ability to use appropriate words, idioms, and structures correctly and to describe simple actions or situations. All answers are written in the six-page test booklet.

These tests are available from Test Department, Harcourt, Brace and World, 757 Third Avenue, New York City, 10017. Teacher may expect other standardized proficiency tests on the market in the next few years.

- -

Aptitude tests

Pimsleur Language Aptitude Battery

The Pimsleur Language Aptitude Battery is a measure of aptitude for language learning. It is designed to help guidance counselors, school administrators, and foreign language teachers in placing students in foreign language courses, in predicting their success, and in identifying their strengths and weaknesses. This Aptitude Battery may be used in grades 6 through 12. It is a 6-part, 50-minute test based on four factors related to success in foreign language learning--grade point average, motivation, verbal ability, and auditory ability.

- -

College Entrance Examinations

The College Entrance Achievement Test in the foreign languages is administered at centers designated by the College Entrance Board. The listening-comprehension test is made available to each secondary school for administration to their students on a specified date.

The same language achievement test is taken by all candidates regardless of the number of years of study the student has had. Scores on the tests are reported on a standard 200 to 800 College Board scale. Interpretation of the scores and percentile ranks for students with different amounts of study are provided in the CEEB materials.

- -

Advanced Placement College Entrance Examinations

The advanced placement tests are administered at the individual schools. They include a listening-comprehension test, an objective test, and a series of essay-type questions, all based on the prescribed course of studies.

The grading is on the basis of 5 through 1. 5 is the highest possible grade; 3 is the lowest acceptable grade. Grades of 3 through 5 may merit advanced placement in college, or college credit, depending on the individual college.

- -

Teacher-Made Tests

Tests made by the teacher and which often accompany texts measure a student's accumulated knowledge of culture and performance in the four skills. They are tools to help the student in his learning.

Characteristics of a Good Test

The test is based on what has been taught.

Directions, given in English, are clear with illustrative examples whenever needed.

Items tested are uncluttered and clear.

The test is of sufficient length to afford the student ample opportunity for success.

Easier questions are followed by more difficult ones. (Success encourages success.)

The test is in the foreign language, except for directions.

No misspellings or incorrect forms are used.

One item is tested at a time, whether a vowel, an intonation pattern, or a past subjunctive. The one response illicited has been predetermined.

The problems are tested, not the obvious.

Questions are brief.

There are no tricks.

Vocabulary is tested in context.

All the skills are tested.

A variety of types of questions is used to provide greater interest and challenge to the student.

Translation is avoided.

Tests are given frequently and the papers corrected promptly, sometimes by the student himself. Points showing need of reinforcement are retaught and drilled.

The student should always know exactly what is expected of him on a test. Furthermore, knowing the numerical worth of all items enables him to allocate his time judiciously and to feel assured that a fair evaluation is being given his work at all times.

The 1959 Northeast Conference report includes some succinct rules for homemade tests. It recommends the preparation of more than what is needed and discarding the less satisfactory items, editing, pre-testing, re-examination of the test after administering it to identify what proved to be good and what proved to be poor material.

- -

Testing Aural Comprehension

Testing the understanding of the naturally spoken word may be done separately or with the testing of other skills. A few samples follow:

True-false statements: Ex. - 2 and 4 are?

Multiple-choice questions

The speaker makes a statement. The student's paper contains four statements. He must by number or letter indicate which of the four the speaker uttered.

The speaker may ask a question. There are four answers presented from which one is to be chosen. "Where are you?"

It is two o'clock.

I do my lesson.

Yes, thank you very much.

I'm in the language classroom.

A speaker may read an incomplete statement and offer four utterances from which the student chooses the most appropriate phrase for completion.

Example: I am very tired, therefore, I think I shall:

1. go to bed 2. study my lessons 3. clean my room
4. dig up the garden

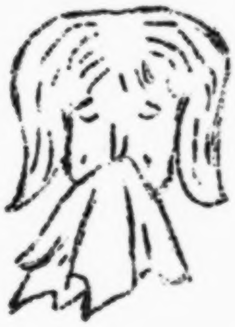
The student may see a picture and choose a suitable description:

Luisa tiene hambre.

Luisa tiene catarro.

Luisa tiene frío.

Luisa tiene sed.



The student may hear the statement and see the answers from which to choose, rather than hear them.

An aural passage may be read, followed by multiple choice questions aurally selected by the student.

Instructions of the "Simon says" variety are another means of testing aural comprehension: "Stand up", "sit down", "open the book", "point to the clock".

- -

Testing Speaking

Care should be taken when testing pronunciation that the selection contains testable components and a scoring method.

In a repetition test the teacher should decide exactly what factors he is evaluating.

His key may look something like this:

Buenos días
buenas tardes
si, senorita, bastante bien
hasta la vista
buenas noches

Just the nine underlined sounds are evaluated. In a repetition such as Il est beau or Qu'est-ce que vous avez bu, only the two vowel sounds underlined are scored.

In cada domingo the scorer is only listening for the difference in the sound of the d.

In evaluating pronunciation, a point scale is a good means of scoring, perhaps 2, 1, 0 -- native, acceptable, unsatisfactory.

There are many ways to test whether the student hears the sounds; for example:

A student learning English might be asked to make the sound unlike the other two in -

The boys are washing the potatoes.

The boys are watching the potatoes.

The boys are washing the potatoes.

Or a simple "yes" or "no" to "Do these written sentences rhyme?" Example:

As he said the word

He broke the cord

In testing speaking it is possible to use simple questions such as:

Is you family well?

How are Paul and Louise?

How are you?

In a dialogue it is possible to have the student take one role in the dialogue. Pattern drills can be used to test speaking. The student may do very simple things at the first level such as:

I am fine. John.

John is fine. Mark and John.

Mark and John are fine.

Or difficult problems may be tested, such as:

"John is here and we're going swimming." Change it to "if John" and thus "If John were here, we would go swimming."

The "mimic" test is a very simple means of evaluating speaking skills. It may be as simple as "I study the book" or "It is imperative that I study if I want to succeed in the competitive examination."

Reading aloud is another means of testing speaking if the material is familiar on lower levels. If at upper levels unfamiliar material is used, the student should have time to peruse it.

Directed dialogue is another means of testing speaking:

Ask me what time it is.

Ask John where his mother is.

Tell him he is sick.

Tell him you're sorry.

Visual stimulation, such as flash cards or pictures, provides means of oral testing. The student may be asked only to identify, or to describe, or to tell what is happening.

In Modern Foreign Languages in High School, Pre-reading Instruction, Patricia O'Connor suggests the use of a chart with grading points for daily work. This kind of chart can be used for oral evaluation during a lab period for a quick test of all members of the class on a few points.

In evaluating speaking, attention should be given to its many aspects: pronunciation, stress, cadence, phrasing, vocabulary, syntax and fluency.

- -

Testing Reading

Translation is not an effective means of evaluating reading.

Questions based on the reading are effective. It is advisable from time to time to use wording slightly different from the reading because it is quite reasonable to answer a question correctly and not understand it fully if the wording is always exact. The student must have practice in the words of the lesson, so these must be included in questions. A quick check of comprehension may be done with true-false questions.

A summary is an effective means of checking for comprehension. If the teacher moves unpredictably from student to student during a summary, he holds the attention of the entire group. He may also involve the whole group in choral practice using contributions to the summary.

Another means of evaluating comprehension of reading is to begin the description of a person, place or action based on the reading and to have the student complete this description.

Care is needed in all these types of evaluation to be sure that they can be handled with the student's knowledge of structure and vocabulary. In the higher levels only is the student's background broad enough to enable him to answer questions requiring interpretation, personal judgment, and inference.

- -

Testing Writing

The dictation is a much used means of checking writing (and understanding). This is a means of evaluating punctuation as well as orthography. Dictation is suitable for the evaluating of the mechanical factors.

When composition is begun, it is in a controlled fashion and so should the evaluation be.

Pattern drills here too are a source for evaluating writing.

Word cues or picture cues may be given to form a sentence.

The student may be asked to incorporate several short sentences into one long sentence.

The student may listen to a short story and be asked to write it in his own words.

A word outline may be provided for the student to use as a guide for a composition.

Letter writing is another means of evaluation. The student may be asked to write on a specific subject.

At the upper level critiques of literature may be written. The advanced student also may be asked for free composition on subjects of his own choice.

- -

Testing Structures

Structures are constantly being tested in the evaluation of aural comprehension, speaking, reading and writing. The evaluation of these skills requires the use of the structures being taught. If, however, a need is felt for more intensive testing of structures, the same methods discussed above may be used. Multiple choice and completion sentences lend themselves well:

I would not go if I _______ you.

1) was 2) am 3) were 4) be

Writing pattern drills is an effective tool here also. Another means is to have the student fill in the correct form of an infinitive:

A noche la familia comer y el telefono sonar. Ser el abuelo. Llegar de California a las ocho.

- -

Testing Knowledge of Culture

Culture and skills cannot be separated, but emphasis on evaluating cultural concepts may be desired. This may be done in many ways. If a beginning class is taught without textbooks for several weeks, assignments in the culture may be given in English. This begins the process of immersing the student in the background of the places and people where this language is spoken. Maps, articles, magazines, encyclopediae are all sources for student inquiry.

Once the student begins using language from the first day his knowledge of the culture grows from every selection heard and seen. An evaluation of the material through the testing of the four skills will indeed be an evaluation of the student's understanding of the culture. A few other specific suggestions follow:

Sometimes it is effective to ask the student to go through a selection and have him choose what aspects are different from his own way of life, what aspects are similar to his own way of life.

By the time he has concentrated several years in a language, a more advanced student should know about its history, its literature, its arts. A series of reproductions of famous works of art may be shown merely for identification. If on the other hand, this marks an epoch of history, a reproduction of a queen such as Goya's "el dos de Mayo" and "el tres de Mayo" may be shown to elicit a discussion of Spain in 1808.

The student's reaction to plays which he has studied and seen or perhaps just heard is means of evaluating his appreciation of the culture. Students may listen to records about various parts of the world. A few key questions on a ditto sheet reveal whether or not he has understood the cultural aspects of significance.

- -

OTHER MEANS OF EVALUATING STUDENT PROGRESS

Observation is an important form of evaluating pupil attitudes and performance. If the student is playing a role, the teacher may notice if he shakes hands as a Frenchman does, or uses the Spaniard's abrogo. Informal discussion and talk with a student reveals appreciations, attitudes, understanding and use of knowledge.

The student's contribution to the classroom situation is another means of evaluation. If he is aware of newspaper articles, happenings in the arts, the theater as well as the politics of the country, this shows an identification with the culture. His particication in community affairs concerned with foreign language, his interest in persons in his community who speak the language reveal interest and action, important factors in learning.

- -

EVALUATION OF PROGRAM

Introduction

Following are three forms which may serve as aids in evaluating the foreign language program in a school system.

The first is the Project Proposal for Modern Foreign Language issued by the State Department of Public Instruction to schools wishing matching money for foreign language development under Title III, NDEA. The real purpose of the proposal is to help schools diagnose needs in program. The second is a working draft of the suggested revision of the foreign language section of the EVALUATIVE CRITERIA used throughout the country in evaluation of schools. The third is a suggested form to be used for follow-up study of work and attitudes of foreign language students in college, results of which can be used to help improve the instructional program in the schools.

DELAWARE

STATE DEPARTMENT OF PUBLIC INSTRUCTION

PROJECT PROPOSAL
for
MODERN FOREIGN LANGUAGE

NDEA - TITLE III

EDUCATIONAL PLAN

(Delaware Plan 4.4)

SUBMITTED BY

____

____
(School District)

DIRECTIONS: Two copies of the EDUCATIONAL PROGRAM and three copies of the Equipment and Materials list, which together with the Certification Form comprise the PROJECT PROPOSAL, should be sent to:

COORDINATOR OF NDEA TITLE III
State Department of Public Instruction
P. O. Box 697, Dover, Delaware 19901

It is recommended that as many teachers as possible participate directly with the school administrator in the formulation of the educational plan. The state supervisor will be available for assistance and consultation with those persons responsible for preparing the project proposal. Planned work sessions with the supervisor are encouraged.

STATE DEPARTMENT OF PUBLIC INSTRUCTION USE ONLY

CONDITIONS AND CHANGES:

1. ________________________________ ACCEPTED__________ __________ (Date)

________________________________ __________ (Date)

2. ________________________________ MODIFIED__________ __________ (Date)

________________________________ __________ (Date)

3. ________________________________ MODIFIED__________ __________ (Date)

________________________________ __________ (Date)

4. ________________________________ MODIFIED__________ __________ (Date)

________________________________ __________ (Date)

MODERN FOREIGN LANGUAGE PLAN

The purpose of this project proposal is to assist teachers and administrators in the preparation of long range educational plans in modern foreign languages. It is anticipated that these plans, with possible minor modifications, will serve for several years as a basis for identifying needs for equipment and materials under Title III of NDEA. It is essential that each school district supply the following information as a part of its project:

I. The goals of the modern foreign language program.

II. The present program in modern foreign languages.

III. The equipment and materials available.

IV. The planned improvements in the modern foreign language program with a tentative schedule for implementation by years.

V. The equipment and materials needed to accomplish planned improvements.

VI. The criteria for evaluation of the proposed program.

VII. The names of participants directly involved in project proposal.

VIII. The equipment and materials list. (List items by proposed year of purchase and submit in triplicate.)

It is recommended that individuals preparing the school district plan consult the NDEA Title III Standards for Equipment and Materials in Modern Foreign Language. It is imperative to note that equipment and materials requested under this project shall be directly related to the achievement of stated curriculum goals in modern foreign language.

I. THE GOALS OF THE MODERN FOREIGN LANGUAGE PROGRAM

List the instructional goals of the modern foreign language program in your school district:

II. THE PRESENT MODERN FOREIGN LANGUAGE PROGRAM

A. Fill in the enrollment chart below for each 1-12 school and/or for each high school and its feeder school(s). Duplicate this form if more than one high school is involved.

Name of school,
or name of high school
and its feeder school(s) ______________________

NUMBER OF STUDENTS ENROLLED IN FOREIGN LANGUAGE COURSES IN SECONDARY SCHOOL(S)

Give enrollment in Course I by number of pupils from each grade; give only totals in other courses.

	COURSE 1						COURSE II	COURSE III	COURSE IV	COURSE V	COURSE VI
Grade	7	8	9	10	11	12					
French											
Spanish											
German											
Latin											
Russian											
Other (specify)											

NUMBER OF STUDENTS ENROLLED IN FOREIGN LANGUAGE PROGRAMS IN ELEMENTARY SCHOOL(S)

	GRADE					
	1	2	3	4	5	6
French						
Spanish						
German						
Other (specify)						

II. THE PRESENT PROGRAM (continued)

EVALUATE the present offerings in terms of (1) per cent of student body enrolled in modern foreign languages, (2) length of sequence of study, both informal and formal, (3) holding power of each language from course to course, (4) number of modern foreign languages offered in reference to enrollment of school, (5) articulation.

II. THE PRESENT PROGRAM (continued)

B. Discuss the modifications and improvements in your program since 1960.

II. THE PRESENT PROGRAM (continued)

C. List and briefly discuss the various criteria used for evaluating student performance and achievement. Include provisions made for individual differences.

EXAMPLES: Teacher-made tests in speaking, listening, reading, writing, knowledge of culture; MLA standardized tests; AAT tests; creative use of language.

II. THE PRESENT PROGRAM (continued)

D. List the teachers of modern foreign languages currently employed in this district who have participated in professional improvement programs in modern foreign languages since 1959-1960, and name the program(s) in which they have participated. (Example: Minnie Cooper, NDEA Institute in Spanish, summer, 1961; in-service program in curriculum planning, 1961-62; study of French, Tours, France, summer 1963).

III. THE EQUIPMENT AND MATERIALS AVAILABLE

A. Check below equipment and materials available in the foreign language department.

Electronics classroom
(If more than one, give number) ____________________

Room used exclusively as laboratory ____________________

Console monitoring equipment ____________________

Facility for recording at console from
pupil position ____________________

Tape recorder in each foreign language room ____________________

Filmstrip and slide projector ____________________

Motion picture film projector ____________________

Screen ____________________

Overhead projector ____________________

Sufficient storage space ____________________

Television ____________________

Other (specify) ____________________

B. Supply the following data in regard to the laboratory situation.

Total number of student positions
(listen-respond, including record if available) _______________

No. of recorders at student positions _______________

No. of program channels on console _______________

No. of different class sections which
use the installation _______________

No. of different teachers who use the
installation _______________

III. THE EQUIPMENT AND MATERIALS AVAILABLE (continued)

C. List text(s) and other materials used at present in each course. Include materials such as - periodicals, supplementary readers, tapes, records, films, slides, filmstrips, charts, maps, when used.

III. THE EQUIPMENT AND MATERIALS AVAILABLE (continued)

EVALUATE the adequacy and the quality of the equipment and materials available for the teaching of modern foreign languages.

IV. THE PLANNED IMPROVEMENTS IN THE MODERN FOREIGN LANGUAGE PROGRAM WITH A TENTATIVE SCHEDULE FOR IMPLEMENTATION BY YEARS

A. Describe your plans for the improvement of the instructional program in modern foreign languages during the next three or four years. Some areas for consideration might be (1) organization of content for better articulation and pupil interest; (2) development of longer sequences of study; (3) greater enrichment of student experiences; (4) broader evaluation of student achievement; (5) modifications in methods of instruction; (6) more provision for individualized instruction; (7) addition of an Eastern language; (8) appointment of a language coordinator.

IV. A TENTATIVE SCHEDULE FOR IMPLEMENTATION BY YEARS (continued)

B. The conclusions of this period of re-examination of the instructional program are likely to be expressed in terms of both long-range plan of improvement and immediate project proposals for the current year. Indicate the steps by which you plan to execute your program by phases in various school years in the critical subject.

EXAMPLES:

PHASE I (1965-66)

1. Provision of materials for new Spanish 5 course.
2. Evaluation of program through use of MLA standardized tests.

PHASE I

PHASE II

IV. A TENTATIVE SCHEDULE FOR IMPLEMENTATION BY YEARS (continued)

PHASE III

PHASE IV

V. THE EQUIPMENT AND MATERIALS NEEDED TO ACCOMPLISH PLANNED IMPROVEMENTS

There is nothing inherent in equipment and materials that exclusively determines their eligibility - it is the use of the items and their direct relationship to the improvement of the proposed program in the critical subject.

Consistent with your statements in Parts III and IV describe the equipment and materials necessary to execute the planned program.

AUDIO-VISUAL EQUIPMENT

(Examples: Electronics classrooms, rooms designated exclusively as laboratories, tape recorders, phonographs, overhead projector, slide and film strip projector, screen, television, etc.)

V. THE EQUIPMENT AND MATERIALS NEEDED TO CARRY OUT THE PLANNED PROGRAM IMPROVEMENTS (continued)

AUDIO-VISUAL MATERIALS
(Examples: Blank tapes, discs; tapes and records which accompany texts, readers, scripts; charts, maps, filmstrips, slides, films, tape, tape newspapers, etc.)

GENERAL PURPOSE EQUIPMENT
(Typewriters with target language keys, transparencies)

V. THE EQUIPMENT AND MATERIALS NEEDED TO CARRY OUT THE PLANNED PROGRAM IMPROVEMENTS (continued)

READING MATERIALS

(Examples: Readers in target language for library use, periodicals, scripts of tapes and records purchased, song books for class, professional books on the teaching of foreign language)

VI. THE CRITERIA FOR EVALUATION OF THE PROPOSED PROGRAM

Evaluation is significant to determine the extent to which the planned program contributes to the strengthening of instruction in the critical subject area. To measure improvement, teachers should establish evaluative techniques on a continuous or phase basis. List and discuss the criteria or techniques to be used as guidelines in measuring both tangible and intangible progress.

EXAMPLES:

1. Use of standardized tests
2. Follow-up surveys and studies

VII. THE PARTICIPANTS DIRECTLY INVOLVED IN PROJECT PROPOSAL

A project proposal requires the cooperation and effort of several individuals. It cannot be stressed too strongly that the teachers who are to use the items to be acquired should participate fully in the planning and the justification of project proposals.

List names of the teachers and administrators who participated in preparing this educational plan.

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

STATEMENT OF APPROVAL BY CHIEF SCHOOL OFFICER

I have examined this project proposal in Modern Foreign Language (Delaware Educational Plan 4.4) and am in full accord with the program that has been developed.

____

(Chief School Officer)

____

(Date)

FOLLOW-UP STUDY

FOREIGN LANGUAGE SURVEY FOR COLLEGE FRESHMEN
(Based on form prepared by State Department of Public Instruction, Oregon)

Purpose of survey: To gather information on means by which the articulation between high school and college foreign language programs may be improved.

1. Circle the language(s) in which you are presently enrolled.

   FRENCH GERMAN LATIN RUSSIAN SPANISH OTHER________

2. Circle the level of the language course(s) in which you are now enrolled. Name language if more than one:

   a. Elementary (first year)

   b. Intermediate (second year)

   c. Advanced (upper division)

3. Circle the grade(s) in which you studied this language(s) in elementary, junior, or senior high school.

   3 4 5 6 7 8 9 10 11 12

   3 4 5 6 7 8 9 10 11 12

   Did you take the Advanced Placement Tests in Foreign Language?

   Yes__________ No____________

4. Name the schools where you had these experiences:

5. In your opinion, were you placed in the proper level (course) in college?
   Yes_______ No_______
   Comments: (May be continued on back of questionnaire)

6. Answer the following questions only if you are continuing the same language(s) in college.

   Do you feel that your high school language study prepared you for your study in college?

SKILLS	YES	NO	WHY
1. Understanding			
2. Speaking			
3. Reading			
4. Writing			

Further comments: (May be continued on back of questionnaire)

EVALUATIVE CRITERIA

FOREIGN LANGUAGES

SUGGESTED REVISIONS*

Guiding Principles

The foreign language program in today's secondary school includes both ancient and modern languages selected in terms of their educational and vocational contributions, the extent of their use, and the interest and cultural values to be gained in their study. The aims of the two phases, ancient and modern, may be the same in some instances, but they differ widely in others. There are very few secondary schools in which Greek is offered; thus Latin is the sole representative of the ancient languages. Its literature is one of the keys to many basic concepts of our modern political, esthetic, and intellectual life. Knowledge of this heritage is a desirable preparation for a better understanding of our culture.

The study of a foreign language is both a progressive experience and the progressive acquisition of a skill. Skills grow rusty with disuse, but the basic language structures are reactivated with the proper stimulus and environment. The expectancy of values to be derived from language study will be relative to the amount of time and effort devoted to it.

The acqusition of skills can become real mastery for professional use, when practiced long enough. These skills include: (1) the increasing ability to understand a foreign language when spoken; (2) the increasing ability to speak it is direct communication with people of another culture; (3) the ability to read it with increasingly greater ease and enjoyment; and (4) the ability to write it. The acquisition of skills may result in a new understanding of language. The study of another language involves a gradual expanding and deepening knowledge of a foreign country - its geography, history, social organization, literature, and culture - and, as a consequence, a better perspective on American culture through adjustment to the concept of cultural similarities and differences.

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*Contributing to this revision were the participants of the N.D.E.A. Institute for State Foreign Language Supervisors, Indiana University and the Institute for Specialists in Foreign Language Education, University of Minnesota held during the summer of 1966. (See Appendix for List of Participants.) Consultant: Professor Emma M. Birkmaier, University of Minnesota.

Progress in any one of these experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language learning is never complete nor perfected; yet the enlarging and enriching results of the cultural experience endure throughout life.

ORGANIZATION

1. Foreign language courses are available to all students.
2. Counseling is provided by staff members who are acquainted with foreign language education to assist students in their placement in foreign language courses.
3. Aptitude tests are used to assist in better providing for individual differences.
4. Especially capable students are permitted to study more than one foreign language.
5. Opportunity is provided for at least a four-year sequence in a foreign language.
6. Attention is given in planning programs of students to avoid a gap between the end of foreign language study in high school and the continuation of its study in college.
7. Special programs are provided for those who begin the study of a foreign language in the elementary school and continue its study in the secondary school.
8. Supervisory assistance is provided by means of a foreign language coordinator or a department chairman with released time specifically for departmental activities.
9. The language program of the high school is an integrated part of the language program of all the schools in the district.
10. Serious attention is given to the attrition rate in the foreign language courses.
11. All foreign language teachers are involved in the development of the foreign language curriculum.

NATURE OF OFFERINGS

1. Introductory courses emphasize orientation to elementary phases of foreign language study.
2. Socio-semantic comparisons include reference to social life and cultures of people speaking the foreign language.
3. Comparisons of language and cultures are consciously noted and related whenever possible to international conditions.
4. Emphasis in all language activities is upon language as a method of communication.
5. Reading activities teach cultural values and content as they develop the reading skills.
6. Materials are selected in terms of the interest and ability of the student with care for articulation from level to level.
7. Appropriate literary selections are included as part of the courses.
8. Bilingual backgrounds of students are recognized in planning language offerings.
9. The system of materials used leads to the development of the four skills in the following sequence: listening, speaking, reading, and writing.
10. The language program uses a variety of materials on tape and in print to provide for the individual differences that occur in any class.
11. An advanced placement program is introduced only after the students have had four years of intensive audio-lingual training in the language and there is a well-qualified, near-native language teacher, and when there is an alternative program provided at this level.

PHYSICAL FACILITIES

1. The foreign language classroom is appropriately decorated so as to identify it with the language taught in it.

2. Language classrooms are equipped for effective use of instructional media.

3. Shelf space is provided in each classroom for storage of books, tapes, magazines, and other instructional materials.

4. Filing equipment is provided.

5. A display area is provided for exhibit materials.

6. Audio-visual equipment such as film projectors, filmstrip-slide projectors, overhead projectors, tape recorders, and record players is provided for the exclusive use of the language department. New technology is provided as developed.

7. Bulletin boards and chalkboards are provided.

8. The language classroom is acoustically treated.

9. Language laboratory facilities are provided.

10. Language classrooms and facilities are located adjacent to each other and are in a quiet area of the school.

DIRECTION OF LEARNING

Instructional Staff

All members of the foreign language staff:

1. Have an authentic oral command of the foreign language.
2. Are proficient in pronunciation and intonation of the foreign language they are teaching.
3. Are proficient in reading and writing the foreign language they are teaching.
4. Are familiar with the history, literature, and customs of the people who are using or have used the language.
5. Have an understanding of linguistic differences between English and the target language.
6. Have an understanding of similarities and differences between cultures.
7. Have studied for an extended period of time in a country where the language is or once was used commonly.
8. Have lived in a country where the language is or once was used commonly.
9. Have had preparation in current methods of teaching foreign language.
10. Maintain acquaintance with recent developments in teaching foreign language through professional reading.
11. Are continuing in-service training or participating in activities designed to improve their foreign language teaching.
12. Assist the librarian in the selection of foreign language reading materials.
13. Cooperate with exchange teachers and students in adjusting to the school.
14. Attend and participate in professional foreign language associations.
15. Are capable of the sound selection and utilization of integrated and supplementary materials.
16. Can elicit maximum student participation and demonstrate ability to maintain the interest of the students.
17. Welcome feed-back.

18. Demonstrate ability to use visual and electronic teaching aids.

19. Have participated in institutes such as NDEA language institutes.

20. Plan lessons and units with a variety of activities and economic use of time.

21. Know that good rapport between student and teacher is conducive to foreign language learning.

22. Are properly certificated.

23. Are aware of the services provided by the foreign language consultant in state department of education.

24. Are familiar with resource guides.

Instructional Activities

1. Clearly formulated objectives for the teaching of the four skills in a meaningful cultural context have been developed.

2. Instructional practices reflect the objectives of the foreign language teaching at all levels of instruction.

3. There is evidence of careful planning and preparation for instruction.

4. Needs and interests of the students are provided for thorough individualizing instruction.

5. Instruction reflects maximal use of the target language by pupils and teachers.

6. The meaning of words in context is emphasized rather than isolated words and meanings.

7. Wherever it is appropriate there is close correlation with other school subjects.

8. An intense effort is made to incorporate the "real world" into the language program.

9. Maximum use is made of the foreign language resources in the community.

10. Correspondence and tape exchanges are encouraged with students in the foreign country.

11. Use is made of audio-visual materials.

12. Students are encouraged to attend summer foreign language camps.

13. Students are encouraged to participate in foreign study and travel programs.

Instructional Materials

Instructional materials include:

1. Basic materials such as teacher's guides, tapes, visual aids, text, workbooks, tests and individual take home records.
2. Supplementary listening and reading materials providing for differences in abilities, interest, and achievement levels of the students.
3. Periodicals, newspapers, dictionaries, encyclopedias geared to the age level and interests of the students.
4. Maps, travel literature, advertisements of the country and those used in the foreign country to sell products and services.
5. Posters, postcards, craft materials, calendars, samples of foreign money and products, and other realia.
6. Phonograph and tape recordings, transparencies, filmstrips, slides, films, pictures, photographs, and flash cards.
7. Books in English dealing with the country whose language is being learned.
8. Teacher prepared foreign language curriculum guides.

Direction of Learning

1. Evaluation is an integral part of instruction.
2. The primary objectives of evaluation are to identify and diagnose problems and to guide instruction.
3. Pupil's achievement in every facet of instruction is evaluated.
4. Thorough instruction precedes all evaluation.
5. The purpose of each evaluative activity is clear to pupils and teachers.
6. Evaluative activities simulate authentic language situations approximating those in life.
7. Evaluative activities are conducted daily but are not always in the nature of formal tests.
8. The four language skills are evaluated in proportion to the emphasis which they receive in instruction.
9. Instructional procedures and evaluative techniques are similar in nature.

10. Instructional procedures and evaluative techniques are similar in degree of difficulty.

11. A variety of evaluative techniques is used.

12. Opportunity is provided for the students to evaluate their own work and that of other students.

13. Achievement of students in subsequent high school and college language courses is used in the evaluation of the total language program.

14. Appropriate standardized tests are used.

OUTCOMES

1. To what degree do students exhibit ability to understand the foreign language when it is spoken?
2. To what degree do students exhibit ability to speak a foreign language?
3. To what degree do students read and understand foreign language without reference to their native language?
4. How well do students write in a foreign language what they can express orally?
5. To what extent do students show an interest in, and appreciation of the cultures of the people whose language is studied?

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for
STATE FOREIGN LANGUAGE SUPERVISORS

Indiana University
Bloomington, Indiana
June 26 - July 30, 1966

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APPENDIX A

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE

A PROJECT ON BILINGUAL EDUCATION

Richard P. Gousha
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April, 1967

FOREWORD

On April 6, 1966, Miss Genelle Caldwell, State Supervisor of Foreign Language Education, Delaware, invited me to do "experimental work in curriculum in fourth and fifth level courses" within a proposed project of national scale and of significant consequences to the teaching of both foreign languages and social studies.

A Fulbright Grant from the U. S. Office of Education, Division of Higher Education, made it possible for me to join Miss Caldwell in her efforts to make Delaware a leading State in bilingual education. Along with other projects and responsibilities included in my assignment to the State Department of Public Instruction as "Spanish language and Latin American Studies Specialist", I gladly undertook the task of designing and implementing this project to which I dedicated three months of hard but rewarding labor.

In the spirit of a national movement that is gaining momentum I am happy to report that in an effectively controlled experiment dealing with a course in Latin American Studies in Spanish, identical in coverage and conceptual level to an English medium course, I found that in Brandywine High School, Wilmington, Delaware, 45 students of Spanish at the fourth year level, mostly sophomores, in intact classes, learned as much social studies content in Spanish as did 19 students, mostly seniors, in a regular class conducted in English by Charles W. Grassel, a highly qualified social studies teacher of the School District.

I want to express my appreciation to the U. S. Office of Education, the State Department of Public Instruction, Miss Genelle Caldwell, Brandywine High School officials, Mr. Charles W. Grassel, Mr. Patrick McClary and those gallant students of the experimental and control groups for making possible this research contribution.

It was both an honor and a pleasure to work with people so deeply concerned with the betterment of education. To all of you, "muchas gracias".

Hernán Navarro
Fulbright Specialist

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A PROJECT ON BILINGUAL EDUCATION

By: Hernán Navarro

Place: Brandywine High School, Wilmington, Delaware

Time: January 9 to March 10, 1967

I. PROBLEM:

Bilingual education (learning by means of two languages) involves the learning of a regular curriculum subject in a foreign language (Phase I) and the learning of a foreign language by means of a regular curriculum subject (Phase II). Each phase of this problem requires a separate study in order to limit the extent of variables involved and to develop means to control such variables.

Since the acquisition of significant knowledge of a foreign language (testable in the basic skills: listening, speaking, reading and writing) requires a long process, in the limited time (eight weeks) of our study we concentrated our attention in Phase I on the problem: the learning (the teaching) of a regular curriculum subject (Latin American Studies) in a foreign language (Spanish).

II. PURPOSE:

Bilingual education aims at consolidating the content areas of the curriculum in order to:

1. Provide students with a choice between literature and other subjects to be used as content of their foreign language courses.

2. Make more meaningful the learning of a foreign language by immediate and practical usage of it in various areas of the school curriculum.

3. Better utilize student time by making it possible for students to obtain credit in the foreign language and in other curriculum subjects in one single course.

It is believed that this opportunity will meet the interest and needs of more students thus increasing the attractiveness of foreign language study.

The purpose of our specific study was to gather information concerning:

1. The ability of students of a foreign language at the fourth year level to learn a regular curriculum subject taught in the foreign language.

2. Techniques used in the teacher-student communication.

3. Student's attitudes toward this new approach in foreign language teaching.

III. HYPOTHESES:

1. High school students with basic training in the mechanics and vocabulary of a foreign language can learn a regular curriculum subject taught in the foreign language; e.g., students of Spanish at the fourth year level (in Brandywine High School) can study a regular curriculum subject (Latin American Studies) in a foreign language (Spanish).

2. Content and time being equal, there is no significant difference between the acquired knowledge of the content of the regular curriculum subject taught in the foreign language and that of the subject taught in the student's native tongue; e.g., students of Spanish at the fourth year level can learn, in the same time, as much content of the social studies area, in Spanish, as other students of social studies do in a class conducted in English.

IV. ASSUMPTIONS:

1. In three years, 480 hours of class study of a foreign language, a student with an I.Q. above 112 has acquired a basic knowledge of the foreign language which can become functional in the learning of a regular curriculum subject.

2. The teacher, the program of study and the student's motivation are assumed to deserve a rating of "good" as judged by an experienced foreign language educator. One must recognize the difficulty in dealing with these assumptions.

V. PROCEDURE:

1. Method: Brandywine High School was selected for this experiment due to:

   A. The availability of two large classes of Spanish in the fourth year of study (Spanish IV).

   B. The availability of time for a course on "Latin American Studies" to be taught in a program of world cultures by a highly qualified teacher, Mr. Charles W. Grassel.

   C. The willingness of the administration, the Spanish teacher, the social studies teacher, and the students to experiment.

Three groups of students were selected: two classes of Spanish in the fourth year of study (experimental groups) and one class of social studies in a program of world cultures (control group).

The two classes of Spanish were composed of 25 students (16 sophomores and 9 seniors) in a class being taught in the morning, and 23 students (15 sophomores, 2 juniors and 6 seniors) in a class being taught in the afternoon.

The social studies class was composed of 19 students (17 seniors and 2 juniors) in a class being taught in the afternoon.

2. Sample and population: Both the experimental and the control groups were taken as they actually exist in their respective classes. It happened to be that students in the experimental groups have I.Q.'s ranging from 118 to 141, with one case of 112, and a Cummulative Index Verbal Ability of A's and B's while the control group have I.Q.'s ranging from 109 to 133, with one case of 104, and a Cummulative Index Verbal Ability of B's and C's. Although the students were not randomly selected, there is no reason to believe that they do not constitute a representative sample of the Brandywine High School population. Since the quality of teachers, students and programs that one finds in Brandywine High School can be found elsewhere, our sample in both the control and experimental groups can be representative of a broader population.

3. Controls: Content and time. The same content area of social studies was covered in the experimental and controled groups in the same lapse of time.

4. Variable: The language. English was used in the control group and Spanish in the experimental groups, in both the written and spoken forms.

5. Data: The students of the experimental groups were given the MLA Cooperative Foreign Language Test, reading and listening, form MA at the beginning of the experiment and form MB at the end. The results of these tests were meant to be used for reference purpose only since this project was not designed to test the progress of students in the learning of Spanish. The acquisition of significant knowledge of a foreign language involves a much longer process.

All classes in both the control and experimental classes were tested four times in the content area during the course using the same tests. These tests were designed by Mr. Grassel alone without any participation or interference from me. I simply translated the tests into Spanish and administered them to the experimental classes. The tests included multiple choice questionnaire, completion sentences (fill in the blanks) and essay questions. The results of these tests were used as main criteria to judge the acquired knowledge of students in the content area. A special effort was made to leave Mr. Grassel completely free to conduct his class in a typical way and to use the testing techniques and standards of grading system he uses in his regular classes.

6. Statistical analysis: Frequency distribution of scores and percentage of frequencies at various levels: A, B, C, D, E.

Even though many types of relationships for comparison purposes can be established by matching individual students on the basis of sex, age, ability, etc., the comparison of results between control and experimental groups was meant to be based on overall group performance.

7. Content, class techniques and other information:

   A. Content: The content of this course consisted of a unit on "Latin American Studies" planned by Mr. Grassel and this researcher to be implemented in 30 classes of 65 minutes each to meet 4 times a week.

In order to control the sameness of the content the following procedures were followed:

1. Mr. Grassel and I planned the entire course and each individual class together. The Unit was divided into specific topics to be covered in each class.

2. We used the same sources of information: textbooks, booklets, magazines, newspapers, maps, charts, slides, films, etc. Some bilingual materials were obtained free from the Pan American Union, Washington, D. C.

   Mr. Patrick McClary, the Spanish teacher, and I translated basic materials for the course from Spanish into English and from English into Spanish for class use purposes only.

3. Mr. Grassel taught three classes ahead of me so that I could have some time available for planning and matching of materials.

4. I attended Mr. Grassel's classes where I participated as a resource person and took note of the content that was actually being implemented in the control class.

5. When we did not have equal bilingual materials, I made summaries of all reading assignments given by Mr. Grassel to his students, trnaslated them into Spanish and gave them to the experimental groups. It was only because of the nature of this experimental project that we went into the otherwise unjustifiable trouble of controling the sameness of the content in the two languages.

   B. Class Techniques: (experimental groups)

1. All students received a thorough explanation of the purpose of the experiment.

2. Students were asked to concentrate their attention in the content area, social studies, rather than in the language, Spanish.

3. They were encouraged to communicate in Spanish whatever idea they had without fear of using incorrect forms in the spoken language. Class participation, not correctness, was made a decisive criterion for the grade of the marking period (this grade was kept separate from grades in test results).

4. It was agreed that a student would not be stopped in his conversation to correct the language, that rather, I would, if necessary, reword the student's sentence into a proper form after he had finished expressing his thought.

5. Mr. McClary attended my classes as an observer and helped students in the early stages of the experiment. From the rear of the classroom he signaled me when I used words or expressions alien to the students. He made available to students lists of new words or expressions used in class.

6. Classes were conducted in the form of lectures and discussions. One must realize that if we had had all materials available in both Spanish and English, the lecture procedure could have been cut down a great deal and student debate increased thus deminishing the boredom generated by daily lecturing.

7. I lectured on the essentials of class content, and immediately after a central idea had been explained, students were asked special questions concerning the content just covered for the purpose of checking their understanding and of encouraging class participation.

8. Students were not allowed to take notes in class so that:

    a. They could pay better attention to the content of the lecture or discussion.

    b. They would feel compelled to read all materials assigned, not just study class notes. This technique was very much resented by many students. The question of student note-taking as a technique to improve writing of the language needs to be reevaluated in view of other techniques such as writing summaries of a specific reading assignment, answering clearly stated questions regarding a specific content, and writing essays on familiar topics.

9. A questionnaire or selected statements in form of generalizations on the content of each class was given to the students to help them grasp the essentials of lectures or reading assignments.

10. We used the seminar type procedure in a case study: for one week, students in each class were divided into three groups and each group was assigned the study of a country. Haiti, Brazil and Uruguay were the countries selected as samples or cases of difference within the Latin American region. The seminars met once a week and in the fourth day we had a general session to exchange general information on the countries. The danger of generalizations applicable to Latin America became obvious to the students in the general session.

C. Other relevant information: Concerning this experimental project I must also mention:

1. A visiting lecturer from the Pan American Union, Mr. Rafael Sarda, a native of Uruguay, chief of the Speakers' Bureau at the P.A.U., came to Brandywine to lecture on "The Inter-American System" to the experimental and control groups. He also lectured to a general session of other social studies classes.

2. A visit of all students and teachers involved in the project to the Pan American Union, Washington, D. C. Our schedule included:

    a. A tour of the principal halls and art exhibits of the P.A.U. and a lecture on "The Dominican Crisis" by Dr. Zanotti, a Brazilian lawyer, in the O.A.S. Council chamber.

    b. A Spanish dinner in a Latin American atmosphere, at the restaurant, La Fonda.

    c. A lecture on "the meaning of international understanding" by His Excellency Felipe Iriart, Ambassador of Uruguay, followed by a film on "Uruguaian Social Life" and a reception at the Ambassador's mansion. Mr. Sarda kindly arranged our activities in Washington, D. C.

3. The visit to our classes of Miss Genelle Caldwell, State Supervisor of Foreign Language Education, Delaware, and the following officials and teachers from Brandywine: Mr. Glenn Sanner, Principal; Mr. R. Larry Stucky, Administrative Intern; Mr. Richard Gumpert, Chairman of the Department of Foreign Languages; Mr. Norman Gillan, Chairman of the Department of English; Miss Priscilla Bryant, Teacher of French; Mr. William Gilmour, Teacher of Spanish (twice with his entire Spanish III class). The observations and comments of our visitors encouraged very much the teachers and students.

4. The generous contribution of the Pan American Union to the success of our project. Mr. Phillip Stryker, Chief of

Publications of P.A.U., provided us with numerous and valuable materials in both Spanish and English, completely free. This was done solely because of the nature of our project.

VI. RESULTS: (in the area of social studies)

1. Tests

First Test (66 items)

Scoring Scale:
A = 60-66
B = 50-59
C = 40-49
D = 30-39
E = below 30

Distribution of Grades

Experimental groups:		Control group:
Morning Class	Afternoon Class	
A = 9	A = 4	A = 1
B = 14	B = 11	B = 9
C = 1	C = 6	C = 8
D = 1	D = 2	D = 1
E = 0	E = 0	E = 0
25	23	19

Second Test (46 items)

Scoring Scale:
A = 42-46
B = 37-41
C = 32-36
D = 28-31
E = below 28

Distribution of Grades

Experimental groups:		Control group:
Morning Class	Afternoon Class	
A = 3	A = 3	A = 3
B = 14	B = 6	B = 8
C = 5	C = 8	C = 6
D = 2	D = 2	D = 2
E = 1	E = 4	E = 0
25	23	19

Third Test (28 items) Scoring Scale:

A = 26-28
B = 23-25
C = 20-22
D = 17-19
E = below 17

Distribution of Grades

Experimental groups:		Control group:
Morning Class	Afternoon Class	
A = 9	A = 7	A = 3
B = 11	B = 6	B = 8
C = 4	C = 7	C = 2
D = 1	D = 2	D = 5
E = 0	E = 1	E = 1
25	23	19

Fourth Test Scoring Scale:

A = 43-48
B = 39-42
C = 34-38
D = 29-33
E = below 29

Distribution of Grades

Experimental groups:		Control group:
Morning Class	Afternoon Class	
A = 0	A = 1	A = 1
B = 3	B = 4	B = 5
C = 10	C = 5	C = 9
D = 6	D = 11	D = 3
E = 4	E = 1	E = 1
23	22	19

Total (188 items)

Scoring Scale:
A = 171-188
B = 149-170
C = 126-148
D = 104-125
E = below 104

Distribution of Grades

Experimental groups:		Control group:
Morning Class	Afternoon Class	
A = 2	A = 3	A = 1
B = 15	B = 6	B = 6
C = 4	C = 9	C = 10
D = 2	D = 4	D = 2
E = 0	E = 0	E = 0
23	22	19

Percentages of the Totals at letter grade levels:

Experimental groups:		Control group:
Morning Class	Afternoon Class	
A = 9%	A = 13%	A = 5%
B = 65%	B = 28%	B = 32%
C = 17%	C = 41%	C = 53%
D = 9%	D = 18%	D = 10%
E = 0	E = 0	E = 0

Total of 45 students:
A = 11%
B = 47%
C = 29%
D = 13%
E = 0

Observations:

A. Students at the A and B levels of accomplishment have:

--in the control group--I.Q.'s ranging from 120 to 133 and an Index V.A. of B.

--in the experimental groups--I.Q.'s ranging from 112 to 141 and an Index V.A. of A or B.

B. Students at the D level of accomplishment have:

--in the control group--I.Q.'s ranging from 104 to 113 and an Index V.A. of C or D.

--in the experimental groups--I.Q.'s ranging from 119 to 132 and an Index V.A. of B.

C. E is failure.

2. Student's attitudes as seen in their evaluation of the course include:

Question VII: Do you think that you can handle a full year course of social studies or some other social science course taught entirely in Spanish? Yes 39 No 5

Question VIII: Would such a course challenge you? Yes 42 No 2

Evidence of student's attitude toward the study can also be appreciated from typical evaluations made at the end of the unit:

"The course itself was easy to understand, but the tests were difficult. Altogether, though, it was very enjoyable."

"The course is very helpful, especially in helping one improve his understanding of Spanish. It gives one a feeling of real achievement, being able to learn a social studies course in Spanish. I would like to continue with something like this."

"I greatly improved my capacity to think in Spanish."

"Hearing someone speak Spanish was better in learning vocabulary and grammar than most of the drills we usually do."

"I loved all the stuff about the current Latin American situation and U.S. relations. I had never learned so much or had so much fun with a Spanish course."

"It was very interesting getting a Latin American view of the policies of the U.S. and the reasons for the actions of the Latin American countries."

VII. CONCLUSIONS:

1. The results of the tests and the student's evaluation of this project substain the two hypotheses:

   A. Students of Spanish at the fourth year level (in Brandywine High School) can study a regular curriculum subject (Latin American Studies) in a foreign language (Spanish).

   B. Students of Spanish at the fourth year level (in Brandywine High School) can learn, in the same time, as much content of social studies, in Spanish, as other students of social studies do in a class conducted in English.

2. Students having similar I.Q.'s, Index V.A., language background, and positive attitude to those of the experimental groups that may be found elsewhere are able to learn social studies in Spanish and deserve to be challenged at the level of their potentialities and aspirations.

3. The teacher variable, techniques used in teaching, and student's intelligence, attitude and background played a tremendous role in these accomplishments but these factors should not discourage further investigation aiming to control the variables involved in bilingual education.

VIII. SOME NOTES FOR PHASE II OF THIS PROJECT ON BILINGUAL EDUCATION:

Since the evidence of phase I of this project substains the hypothesis stating that "students of a foreign language (Spanish) at the fourth year level can learn as much social studies content taught in Spanish as other students do in classes conducted in English," a logical next step would be to test the progress of students in the learning of the foreign language by means of a social studies course, in order to establish a certain level at which to introduce bilingual education.

In order to accomplish the aims of this step, researchers should utilize a well structured course of social studies which would have the level of sophistication required by State standards in that professional field.

Another task to be undertaken deals with the gathering, developing, or testing of class techniques that prove to be useful in the simultaneous implementation of the social studies content and the foreign language. Many of these techniques may have already been used successfully in the various phases of this project.

A special effort should be made to correlate all materials (conceptual level and language sophistication) and class techniques with student's intelligence and language background in order to develop methods based directly upon the student's ability, the science of the foreign language itself, and the effectiveness of techniques used to develop each language skill. This method would reduce substantially the importance of the teacher variable and it may be that program instruction and modern technology could, then, help to further reduce personality interferences in this type of double learning.

As research continues to be done and bilingual education is brought to scientific terms, the starting point of bilingual education may be brought down to lower levels.

It may not be utopian to think of a complete course of a foreign language, beginning with level one, which would have a solid social studies content and which, after three or more years of study, would enable students to develop the basic skills of the foreign language and to acquire an organized knowledge of a formal content area. Then, double credit in one course may become a normal procedure in school curricula and a permanent challenge to the student's population. Following is a suggested plan for Phase II.

Problem: The teaching of a foreign language by means of a regular curriculum subject.

Purpose: To determine the progress of students in the learning of a foreign language by means of a social studies course , after students have acquired basic knowledge of the language, vocabulary and grammatical behavior.

Hypotheses: 1. Students at the fourth year level of study of a foreign language can progress in the learning of the foreign language by studying a regular curriculum subject in the foreign language.

2. Time and language background being equal, there is no significant difference between the progress made by foreign language students in the learning of the foreign language by means of a regular curriculum subject in the foreign language and the progress made by other students that study the foreign language through literature (traditional approach).

Assumptions: 1. Literature is just one aspect of a culture interpreted by those with literary talent.

2. It is not privative of literary works to serve as vehicles in the learning of a foreign language.

Procedures: 1. Method: ________________ (State techniques or procedures to be used in actual implementation of the course).

2. Sample: Three intact classes in three different schools will constitute the experimental groups. The control groups will consist of classes in the same schools and other schools in and out of the State.

3. Population: Students of foreign language in the three schools from which the experimental groups were taken. By inference, any other student with similar ability and language background.

4. Control: The foreign language. Control of progress will be statistical in nature.

5. Variable: Social studies content vs. traditional content, mostly literature.

Data: Results of tests in the basic skills administered to control and experimental groups at the beginning, the middle and the end of the academic year.

Statistical Analysis: Percentage of distribution of scores and levels of significance.

Time: One academic year.

Place: ________________.

IX. APPENDICES:

A. Topics of the lectures given in the course on Latin American Studies

1. General introduction: movies on Latin America (Peru, Brazil, Central America)

   Case: Peru, a once glorious culture.

2. Regions of Latin America: divisions introduced by geographic configuration, historic background and cultural sameness.

   Case: The concept of Latin America. What it means to Latins.

3. Geographic configuration: climatology, variety of products, location of natural resources.

   Case: Will industrialization make of Latin America a self-sufficient area?

4. Latin American trade: with the U.S., with Europe and within Latin America; possibility of a Latin American common market.

   Case: One crop economy a general weakness.

5. Indian population before the Spanish conquest: cultural characteristics of each.

   Case: Indian influence in today's Latin America.

6. The Spanish conquest: line of demarcation, Spanish rule, the theory of mercantilismo.

   Case: Spanish characteristics in today's Latin America.

7. Revolutions for political independence: causes, an uncoordinated effort, heroes.

   Case: Independence without freedom.

8. Six types of revolutions in Latin America after independence: struggle for social stability and groups integration in national life.

   Case: Dictatorships, a necessary evil?

9. U.S. foreign policy: historical development, Latin America in the general picture.

   Case: Isolation vs. involvement and cooperation.

10. The Monroe Doctrine: (1823-1902) its causes and consequences.

    Case: Latin American independence from Europe and dependence on the U.S.

11. Military and economic interest of the U.S. in Latin America: U.S. investments and continental security.

    Case: Interdependence of the Americas.

12. Changes in U.S. foreign policy in Latin America: from interventions to "good neighbor policy" (1903-1933), recent interventions (Guatemala, Cuba, Dominican Republic).

    Case: America for all Americans.

13. Latin American racial composition today: mixing of races, racial tolerance in Latin America.

    Case: Brazil, all races at work.

14. Population explosion: projections for the year 2000, population and food supplies.

    Case: Birth control, a possible solution?

15. Latin American population growth: projections for the year 2000, natural resources and calories intake per capita and per region.

    Case: Family planning, an unknown or rejected concept in Latin America?

16. The Latin American family: its structure and values, economic consequences of family structure.

    Case: Overprotection of women?

17. Religion in Latin America: regional interpretation of the Catholic religion, the philosophy and the practice.

    Case: Religion and politics.

18. Latin American education: foreign influences and types of education, education and the masses.

    Case: Free and compulsory education, just a promise written in Constitutions?

19. The recommendations of R. Atcon: a criticism of Latin American education:

    Case: The possibility of a Latin American educational system.

20. Political activities of Latin American students: causes and explanations, positive and negative aspects.

    Case: The student as a future leader.

Case studies of Latin American countries: Haiti, Brazil and Uruguay. Samples based on linguistic, geographic and ratial differences.

21. Haiti: its geography, ratial composition, government, economy, cultural accomplishments.

    Case: First in political independence. Last in social achievements.

22. Brazil: its geography, ratial composition, government, economy, cultural accomplishments.

    Case: The purpose of planned cities.

23. Uruguay: its geography, ratial composition, government, economy, cultural accomplishments.

    Case: A showcase of democracy?

24. Common session on Haiti, Brazil, Uruguay: exchange of ideas.

    Case: Political accomplishments within political divisions.

25. Communism in Latin America: social revolutions, dictatorships, communism and national revolutionary parties.

    Case: Who will lead the Latin American social revolution?

26. The Inter-American system: its purpose and history.

Case: Continental security.

27. The O.A.S.: its constitution and functions.

Case: Continental cooperation.

28. The Dominican Crisis: U.S. intervention and the O.A.S. action.

Case: The O.A.S., a possibility of peace and progress.

29. U.S. foreign aid programs: its history and purpose, channels through which it works; Latin America in the general picture.

Case: Foreign aid, an investment in the future.

30. U.S. aid to Latin America: its history 1939-1961-1967; its accomplishments: The Alliance for Progress; its obstacles: political divisions and lack of national commitment.

Case: The Peace Corps and international exchanges, the hope of the future.

TABLE I OF GENERAL DATA — MORNING CLASS

					MLA COOP. TEST				LATIN AMERICAN STUDIES - 30 CLASSES TEST RESULTS IN CONTENT AREA				
					Listening Perfect Score 40		Reading Perfect Score 50		Perfect Score 66	Perfect Score 46	Perfect Score 28	Perfect Score 48	Perfect Score 188
STUDENT NUMBER	SEX	GRADE	I.Q.	C. INDEX V.A.	MA	MB	MA	MB	I	II	III	IV	TOTAL
1	F	12	139	B	40	38	44	48	65	43	24	39	171
2	M	10	126	B	33	37	30	36	60	37	25	34	156
3	M	10	138	A	36	35	29	31	56	35	27	absent	
4	F	10	137	A	32	32	26	31	59	39	26	34	158
5	F	10	132	A	26	28	29	21	62	37	27	39	165
6	M	10	133	B	31	33	26	28	56	38	21	29	144
7	F	10	132	A	26	24	19	25	62	39	25	28	154
8	F	10	128	B	26	28	34	23	54	22	21	33	130
9	F	12	128	A	22	21	16	20	56	40	25	37	158
10	F	12	118	A	30	27	20	23	58	37	25	29	149
11	F	10	133	B	29	32	21	31	56	40	24	29	149
12	M	10	141	A	35	29	24	34	61	44	27	39	171
13	F	10	133	B	18	17	26	19	54	33	23	27	137
14	F	10	136	B	28	26	26	23	58	41	27	36	162
15	F	10	122	B	31	23	24	25	61	37	26	absent	
16	F	10	131	B	32	27	28	25	62	40	25	37	164
17	M	12	112	B	25	26	20	17	55	35	26	38	154
18	M	10	127	B	25	27	16	30	55	37	23	38	153
19	F	12	131	A	19	17	22	26	58	41	25	35	159
20	F	12	132	B	28	18	17	20	57	36	26	38	157
21	F	12	119	B	12	16	16	15	43	29	22	28	122
22	F	10	123	A	26	23	17	26	60	39	26	35	160
23	M	10	127	B	28	23	17	30	52	32	22	33	139
24	F	12	125	B	24	29	13	23	38	28	19	29	114
25	F	12	121	C	37	36	31	37	63	43	25	22	153

TABLE II OF GENERAL DATA -- AFTERNOON CLASS

					MLA COOP. TEST				LATIN AMERICAN STUDIES - 30 CLASSES TEST RESULTS IN CONTENT AREA				
					Listening Perfect Score 40		Reading Perfect Score 50		Perfect Score 66	Perfect Score 46	Perfect Score 28	Perfect Score 48	Perfect Score 188
STUDENT NUMBER	SEX	GRADE	I.Q.	C. INDEX V.A.	MA	MB	MA	MB	I	II	III	IV	TOTAL
1	F	12	122	B	39	39	47	45	63	38	27	37	165
2	F	10	129	A	30	29	35	31	59	37	25	31	152
3	F	12	137	A	29	27	17	26	59	35	28	40	162
4	M	11	133	B	32	34	18	16	52	44	26	33	155
5	F	12	133	A	32	29	27	29	59	42	26	38	165
6	F	10	128	B	30	30	25	22	51	32	20	35	138
7	F	12	124	B	23	23	18	27	65	40	25	41	171
8	M	10	141	B	30	36	24	20	60	41	26	45	172
9	M	11	139	B	18	14	18	16	52	34	22	36	144
10	M	10	122	B	20	18	15	18	48	27	22	24	121
11	F	10	137	A	29	22	23	28	62	40	27	42	171
12	F	12	132	A	23	24	20	27	59	44	22	41	166
13	M	10	122	B	24	24	14	17	51	35	26	31	143
14	F	10	126	A	29	22	17	18	50	41	24	31	146
15	F	12	119	B	23	26	25	31	58	35	21	33	147
16	F	10	122	B	23	18	18	16	38	29	19	31	117
17	F	10	128	B	24	23	22	27	45	26	23	33	127
18	F	10	133	B	24	27	24	24	42	40	17	31	130
19	F	10	132	B	20	17	18	20	43	26	23	31	123
20	M	10	125	B	30	30	18	15	56	33	23	30	142
21	F	10	131	B	30	23	12	21	47	27	22	36	132
22	F	10	129	B	31	29	15	18	37	33	16	30	116
23	F	10	121	B	18	23	17	15	45	30	21	absent	

TABLE III OF GENERAL DATA — CONTROL GROUP

					LATIN AMERICAN STUDIES - 30 CLASSES TEST RESULTS IN CONTENT AREA				
STUDENT NUMBER	SEX	GRADE	I.Q.	C. INDEX V.A.	Perfect Score 66 I	Perfect Score 46 II	Perfect Score 28 III	Perfect Score 48 IV	Perfect Score 188 TOTAL
1	M	12	127	B	63	41	28	43	175
2	M	12	133	B	59	42	24	40	165
3	M	12	133	B	59	40	24	40	163
4	F	12	122	B	55	42	25	40	161
5	M	12	124	B	54	41	25	36	156
6	F	12	120	B	54	41	24	37	156
7	M	11	123	B	58	39	27	41	155
8	M	12	132	B	43	39	27	36	145
9	F	12	117	C	42	43	18	42	145
10	M	12	131	B	46	39	24	36	145
11	M	11	121	B	50	35	24	34	143
12	M	12	127	B	51	36	23	32	142
13	F	12	112	B	50	38	15	34	137
14	F	12	117	B	49	33	22	33	137
15	M	12	110	C	43	35	18	34	130
16	F	12	109	C	44	32	18	35	129
17	F	12	120	C	44	31	19	34	128
18	M	12	104	C	45	34	18	26	123
19	M	12	113	D	36	30	22	32	120

SCALE:
A = 171-188
B = 149-170
C = 126-148
D = 104-125
E = below 104

TABLE IV -- TOTAL TEST RESULTS RANKED (188 ITEMS)

EXPERIMENTAL GROUPS						CONTROL GROUP			
Morning Class			Afternoon Class						
STUDENT NUMBER	SCORE	GRADE	STUDENT NUMBER	SCORE	GRADE	STUDENT NUMBER	SCORE	GRADE	RANK
1	171	A	8	172	A	1	175	A	1
12	171	A	7	171	A	2	165	B	2
5	165	B	11	171	A	3	163	B	3
16	164	B	12	166	B	4	161	B	4
14	162	B	1	165	B	5	156	B	5
22	160	B	5	165	B	6	156	B	6
19	159	B	3	162	B	7	155	B	7
4	158	B	4	155	B	8	145	C	8
9	158	B	2	152	B	9	145	C	9
20	157	B	15	147	C	10	145	C	10
7	154	B	14	146	C	11	143	C	11
17	154	B	9	144	C	12	142	C	12
18	153	B	13	143	C	13	137	C	13
25	153	B	20	142	C	14	137	C	14
2	152	B	6	138	C	15	130	C	15
10	149	B	21	132	C	16	129	C	16
11	149	B	18	130	C	17	128	C	17
6	144	C	17	127	C	18	123	D	18
23	139	C	19	123	D	19	120	D	19
13	137	C	10	121	D				20
8	130	C	16	117	D				21
21	122	D	22	116	D				22
24	114	D							23

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HN:rrp

APPENDIX B

Advanced Placement in French

The Advanced Placement course should extend, as recommended by the Advanced Placement Committee of the CEEB, over the last two years of the high school course (fifth and sixth years), and the basic readings must be those recommended by the committee. The first year would logically be a survey of French literature from the Middle Ages through the eighteenth century, with reading in depth of the specific works recommended and any other works deemed suitable. The second year would be a survey of French literature of the nineteenth and twentieth centuries, again with study in depth of the recommended works, and study of other works that seem appropriate. The survey in both years would include the study of related areas - history, art, music, government, education, daily life.

The two basic objectives of the course are 1) knowledge of the language, and 2) knowledge of the literature and culture. Upon completion of the course, the student should have, according to the Advanced Placement Program Syllabus "an ability to understand what an educated native French speaker says when he is speaking at normal speed on a subject not unduly specialized" and "an ability...to speak with an acceptable pronunciation and with a command of vocabulary and syntax sufficient for sustained conversation on a general subject." The student must be able to write clearly, accurately and with idiomatic structure.

According to the Advanced Placement Program Syllabus "Knowledge of the literature and culture involves an acquaintance with representative works significant for their content and literary values and the ability to read with understanding and appreciation. The student should be able to comprehend the situations, emotions, ideas and implications of works which might be read in a college course in literature and to relate such works to their historical and cultural setting. In doing so he should be aware of the distinctive contributions of France to western civilization and of the principal resemblances and differences between French patterns of life and thought and our own."

Only French will be used in the classroom. As has been true through the first four years of French, the students are expected to be able to understand without translation. The major emphasis is on the study of literature. Both extensive and intensive reading of literature are done by the class. The students develop techniques and skills for critical analysis through précis writing, lectures given by the teacher, lectures by visiting professors and native French people, discussion and explication de textes. The students learn to be aware of various aspects of style. They learn to recognize the author's main ideas, and his means of expressing them. They read to comprehend content, but at the same time to gain an understanding and appreciation of form, mood and emotions and the means of evoking these.

Selection of Students for the AP Course.

1. Teachers are asked to make recommendations, on the basis of

    a) A in French
    b) high general scholastic achievement
    c) good work habits
    d) maturity of students
    e) desire on the part of the student to take the course.

The student who is eager to do work on this high level is usually widely read, intellectually active, and interested in such things as the theatre, opera, lecture, museums. These interests are easily recognized by the teachers of such students.

2. Guidance Counselors and school records are consulted for IQ, attendance records, relative standing in class, etc.

AP classes must be kept small (10-15 maximum) and because of the extra time the teacher must devote to the course, the work-load should be lightened (one less class, to compensate for the large amount of time needed for preparation, consultation with students, etc.)

This course goes beyond the high school level in the reading of French literature. Emphasis is placed upon critical analysis of literary works, and this requires a student mature enough to do this type of reading and a teacher who enjoys reading and appreciates poetry and literary criticism.

By Priscilla Bryant, Brandywine High School

APPENDIX C

THE USE OF A NATIVE AIDE IN THE FOREIGN LANGUAGE CLASSROOM

The following article describes a pilot program in the use of a native aide in the foreign language classroom, a program organized by the State Supervisor of Foreign Language Education. This talented aide was Jose Avila of Panama. Senor Avila spent the school year 1966-67 living in the Dover area and helping in Spanish classes in the Dover and Caesar Rodney High Schools. The opportunity for him to spend the year in Delaware was afforded him by the Department of Agriculture in Panama through the Delaware/Panama Partners of the Alliance. The cost of his room and board was paid by the local school districts.

THE NATIVE AS AN AIDE IN THE CLASSROOM *

The task of creating opportunities for students to experience and practice actively authentic language and cultural patterns of a people in a realistic setting within a foreign language classroom is a constant concern. Even though such devices as ETV, films, slides, electronic equipment and magazines help create this sense of realism and free the teacher to engage students individually and in small groups in use of language, the human aide, the native, has an important role to play in the teaching process. It is with his contribution to foreign language learning in the classroom that this article is concerned. The observations related are based on working with an aide, Jose Avila from Panama, in Spanish classes in the Caesar Rodney and Dover High Schools in the State of Delaware during the school year, 1966-67.

The foreign aide in the classroom can be a rich part of the language program. The effectiveness of his contribution, however, will be for the most part in direct proportion to the quality of the teacher who directs his program. The cooperating teacher, therefore, must be a person who sees possibilities in such a program, accepts it as a challenge, and welcomes the aide warmly to his post. From the outset, the cooperating teacher must develop a good aide-student relationship by preparing students for the advantages they will enjoy before the aide arrives. Students should be advised that they are good will ambassadors and that their reception of the aide, their classroom activities and their behavior will influence his impression of this country.

Fundamentally, the cooperating teacher must see his role as that of closely directing the work of the aide. This means careful planning. Providing direct native conversational contact limited to the student's language experience prevents a feeling of frustration in the first stages of aide-student relationships. Practice does not necessarily make for perfection. Good practice, however, helps to make good students; very good practice helps to make very good students. A foreign aide in the classroom gives the student an opportunity for very good practice on points needing immediate reinforcement.

The psychological effect of animate, rather than inanimate practice is noticeable. The student with a poor ear can work with an inanimate source very diligently and keep repeating his mistake because he simply does not hear it. His intentions are good, but unless care is taken, it is easy for him to compound his error. The teacher tries not to permit this; he, of course, wants to be sure that the pupil has the correct sound before there is much drill. With a large class, this is not easy, and the correction of individual students often necessitates slowing down the entire class. In such a case, the foreign aide is of great value.

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* This is the reprint of an aritcle written by Joan Abraham and Genelle Caldwell published in the latest issue of the DFL Bulletin. This pilot program was organzied by the Foreign Language Content Area of the State Department of Public Instruction. Jose Avila, the aide, came to Delaware under the sponsorship of the Delaware/Panama Partners of the Alliance.

The teacher gives the aide drills for particular weaknesses and he works with the student until the sound has been mastered. He also works with small groups on special problems, thereby helping students get more individualized attention when they need it. After preliminary sessions, prepared tapes are easily repeatable and drills meaningful.

Overlearning language skills is essential to retention and this requires frequent review at short intervals. This is much easier for the teacher with the help of his aide and far less dull for students. Great care is needed, however, because the foreign aide is often unaware of the structure of his language as a foreign language. He can be, therefore, rather intolerant of mistakes at a low level. If he thinks that his native tongue is a very easy language, he may not be inclined to see the need for repetitive drill.

Opportunities for listening at all levels of language learning cannot be excessive. The dialogue type of repetition is particularly effective with the aide as are the simple and the difficult pattern drills. Listening at third and fourth year levels involves a broader range of content. At these levels the aide conducts poetry and drama groups, particularly since these are his special interests, and leads discussions and conversations on cultural aspects of his native country. Nonetheless, here too, the teacher checks frequently to be sure that the basic facts are being covered and understood, that the cake is there as well as the frosting. Preplanning with the aide at all levels is very important.

There is great temptation for the modern foreign language teacher to give papers to the aide for correction. This should be avoided or limited so that the aide can help students develop good style in advanced courses. Furthermore, a teacher who does his own daily corrections has a much clearer idea of what points need future practice and reinforcement.

Students give great credulence to the authenticity of what the foreign aide says. Among the film strips used was one from the aide's home country. Over one-third of this strip has shots of natives with rings in their noses. Students are warned, of course, that enrichment materials often seek the unusual and stress it out of all proportion to the true life of the country. The pupils realized this far better when the aide discussed the distorted aspects about life in his country. A lively discussion followed between the aide and the third year students concerning possible distortions that might appear in a film strip made about this country; a few days later, they narrowed the discussion to aspects relative to their own State.

One great contribution which the aide can make is to classroom teachers themselves. He should serve as one with whom they can practice the language they teach. So often the language teacher who works primarily in the lower levels of study loses his facility as time passes. Working with an aide gives him the opportunity to strengthen continually his own skills. In this instance, the aide works each day with a part time Spanish teacher during her planning period.

Flexibility is the key to building a good program for an aide in the school. This helper started by spending the first semester in one school in the mornings and in another in the afternoons. This limited the scope of his experience in both schools. More important, it meant that all of the Spanish students did not have the opportunity to work with him. The teachers are now experimenting with alternating full days between the two schools.

It should be stressed that an aide is here not only to contribute but also to enjoy his experience, to learn more about American culture and language, and to enrich his teaching ability. Arrangements should be made so that he immediately settles into a comfortable home environment. It may be desirable for him to live in several homes for a month or two. This not only enables him to witness several aspects of American life, but it is often easier to find host families for shorter durations. In addition to helping the aide find a satisfying community life, the cooperating teacher has the responsibility of supervising the aide's orientation to the school system. He should understand the guidance and homeroom systems, the program of studies as well as student and faculty organizations and activities. He must be included in school and social functions.

One must keep in mind that the aide comes ready to share all that he has in learning and experiences and that his contribution can not take place without carefully selected opportunities and guidance. In turn, students, teachers and community must share warmly their life with him.

Schools can find foreign aides to enrich their programs in their own communities and at the following address:

Amity Institute
Box 118
Del Mar, California 92014

These persons can be paid by the hour if they live in the local community. If they come directly from foreign countries through the non-profit group mentioned above, they require housing and a little spending money.

GC:cmf
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APPENDIX D

FILMS IN FOREIGN LANGUAGE IN THE STATE FILM LIBRARY
STATE DEPARTMENT OF PUBLIC INSTRUCTION

427 AU RESTAURANT sh 11 min. B & W
432 (French)
Begins with scenes of the campus. Betty and Bill go out to dinner. Shows French customs of ordering, serving and eating a meal.
(International Film Bureau) A-2

148 CHEZ NOUS sh,jh 12 min. Color
(French)
As Henri Garnier writes his American friend, the events of a typical day are re-created. He introduces his family. The family breakfasts lightly together. Later, mother and little sister Regine are left to their day at home as father departs for work in his Citroen; and Jacqueline, interested in haute-couture, departs for the Beaux-Arts. Taking the bus, Henri crosses Paris to the Lycée where he is in the second class. Classroom activities, lunch at school and afternoon courses occupy his day until he returns home for dinner, homework, and this letter to his friend. The film includes everyday phrases and idiomatic expressions necessary to development of conversational skills, and is useful for French classes late in the first year.
(Intern'l. Film Bur.) A-4

428 COURSES ET ACHATS sh 11 min. B & W
(French)
Bill cashes a traveler's check, then takes a bus to the center of the city. He gets a haircut and buys toiletries and clothing in various shops. (McGraw-Hill) A-5

144 DE COMPRAS sh 11 min. Color
(Spanish)
This film accompanies the Gomez children shopping. Their projected purchases take them to a market where meats, vegetables, fruits and novelties are sold. Later they visit a large modern department store. Here a comprehensive tour is made illustrating the wide range of items available. (Neubacher-Vetter) A-6

A-274 DEPART DE GRANDES VACANCES sh 11 min. B & W
(French)
Adventures of the Martin family, off for a holiday in Touraine,
(International Film Bureau) A-6

A-277 DER RHEIN sh 14 min. Color
This German language teaching film is narrated in slowly, distinctly spoken German, consisting of short sentences and simplified construction, easily understood by second-year German classes which have been prepared for the showing. The film takes us on a trip along the Rhine from Koln to Mainz, presenting views of commerce on the river and of places along the way made famous by German legend, history and song.
(International Film Bureau) A-6

143 EL RECREO sh 11 min. Color
(Spanish)
The sports and recreation which Juan and Maria find most interesting are depicted. The youngsters are accompanied to a rodeo, a recreation club and a bull-fight. The Gomez home is also visited where a "fiesta" featuring a regional dance is performed. (Neubacher-Vetter) A-7

A-276 EL CUMPLEANOS DE PEPITA sh 16 min. Color
(Spanish)
The narration of this film--entirely in the present indicative--is at a slow enough tempo to be understood by first-year students. The film is the simple story of a girl's surprise birthday party, plus a visit to Patzcuaro and Janitzio. A handbook, written by Carlos Castillo, Ph. D., University of Chicago, may be used in the manner of a reader as early as the second semester of first-year Spanish. (International Film Bureau) A-7

147 EN CASA sh 11 min. Color
(Spanish)
This film accompanies the Gomez children shopping. Their projected purchases take them to a market where meats, vegetables, fruits and novelties are sold. Later they visit a large modern department store. Here a comprehensive tour is made illustrating the wide range of items available. (Neubacher-Vetter) A-7

413 HAMBURG, DIE HANSESTADT sh 10 min. Color
(German News Reel)
This film was made specifically for use in German classes. The student is introduced to a German city and its people. A map is used to locate Hamburg. Then the film takes the viewer through the Harbor section of the city and through the business and shopping districts. A typical middle-income home is visited at a family gathering, and a trip made to the inner and outer lakes, the botanical gardens and the zoo. A-10

A-275 HISTOIRE OF POISSONS sh 11 min. B & W
(French)
The Martin family have reached St. Aignamsur-Cher and are settled for their holiday. This story tells of their fishing adventure. (International Film Bureau) A-10

145 LA COMIDA sh 11 min. Color
(Spanish)
Part one of the film takes the viewer into the Gomez family's dining room where place-settings, silver, china, and other items commonly found at the dinner table are presented. The second part accompanies the family to its favorite restaurant where many typical Spanish-American dishes are colorfully displayed. (Neubacher-Vetter) A-12

146 LA ESCUELA sh 11 min. Color
(Spanish)
Juan and Maria are seen in their respective schools where many interesting facets of Spanish-American school life are realistically depicted, both scholastic and extra-curricular. (Neubacher-Vetter) A-12

A-279 LA FAMILLE FRANCAISE BRUNEL sh 17 min. B & W
(French)
This French-language version of "The French Family Brunel" offers an opportunity for language classes to practice aural comprehension, pronunciation and oral recitation. The story of French family life also provides valuable background for a better understanding of French culture. (McGraw-Hill) A-12

A-273 LA FAMILLE MARTIN sh 18 min. B & W
(French)
Some activities of the Martin family of five living in a Paris suburb. Many shots of Paris landmarks are shown.
(International Film Bureau) A-12

429 L'ARRIVEE A PARIS sh 11 min. B & W
(French)
We follow the activities of Betty and her brother, Bill Johnson, two young U. S. college students, who have come to Paris to study at the Sorbonne. (McGraw-Hill) A-12

A-223 LE PIQUE-NIQUE jh,sh 15 min. Color
(French)
A beautiful Sunday and the Garniers enjoy a delightful outing in the famous Forêt de Fontainebleau near Paris. Henry's mother and sisters prepare dinner--roasted chicken, salad, bread and cheese, fishing and swimming gear are packed in and atop the car, and off the Garniers go to the country-side on a modern expressway, down shaded back roads and finally up a winding trail to a quiet site. After lunch in a peaceful forest clearing Henri and Jacqueline visit the historic Renaissance château of Fontainbleau nearby while Little Régine plays ball and M. Garnier goes fishing. Later the children splash in the river. Soon it is time to head for home in order to avoid the usual Sunday night "embouteillage" or traffic jam. The film includes vocabulary dealing with food, table setting, games and sports, and the latest terms concerning traffic and weather, as well as everyday phrases and idiomatic expressions necessary to development of conversational skills. Useful for French classes beginning late in the first year of high school French through intermediate college French. (International Film Bureau) A-12

A-221 LE QUATORZE JUILLET jh,sh 15 min. Color
(French)
Henri and Jacqueline hurry by subway to the Champs-Elysées to watch the Bastille Day parade. What a thrill to see three fast jets streaming red, white and blue smoke appear from behind the Arc de Triomphe to signal the beginning of the parade! The President of France rides to the reviewing stand, and following him, rows and rows of marching soldiers, military bands, cavalry, mechanized troops and modern equipment move past in dazzling array. After the parade, Henry and his sister move to a large square in front of the Invalides where an outdoor ball is being held; there are carnival attractions nearby. Finally it is dark and a fireworks display is held over the Seine River. The film brings a number of new words and some technical expressions to the student's vocabulary. Includes everyday phrases and idioms necessary to development of conversational skills. Late first year of high school French through intermediate college French. (International Film Bureau) A-13

A-238 UNE JOURNEE AU LYCEE jh,sh 16 min. Color
(French)
Henri describes a typical day at his Lycée. After sleeping as late as possible, he eats the customary French light breakfast, takes the bus across Paris and arrives before classes start. He meets his close friends who have the same classes and also plan to become engineers. Studies include mathematics, science, social studies, and other prerequisites for engineering. The film is a full report on the school day of a typical French teenager, including lunch time and recreation period activities. Includes everyday phrases and idiomatic expressions necessary to development of conversational skills, and is useful for French classes late in the first year. (International Film Bureau) A-25

142 UN VIAJE sh 11 min. Color
(Spanish)
In this film Juan and Maria visit a travel agency where they discuss plans for a trip with a travel agent. They examine the literature on available transportation. Sequences illustrating modern transportation facilities are included. (Neubacher-Vetter) A-25

124 VACANCES EN NORMANDIE jh,sh 11 min. B & W
(French)
Tells of a trip into Normandy with the Latour Family, narrated in beginning French. Tells of many French products that French ships carry all over the world. They see some famous monuments and visit a small fishing port. (EBF) A-25

434	VISTAS DE ANDALUCIA	sh	10 min.	Color

Glimpses of the Giralda and Cathedral of Seville are seen. The film shows the quaint town of Arcos, perched high on a hill; the white city of Cadiz, and Cordoba, with its Moorish mosque. The handbook contains text of narration, exercises and vocabulary. (International Film Bureau) A-25

A-415	FRENCH RECITATIONS	Part 1.	jh,sh	A-32	Color
A-416	" "	Part 2.	"	"	
A-417	" "	Part 3.	"	"	
A-418	" "	Part 4.	"	"	

Recitations of selected poems in French from La Fontaine to Prévert by Viola. A script will accompany the film if requested.

PROFESSIONAL FILMS OF SPECIAL INTEREST TO FOREIGN LANGUAGE TEACHERS IN THE FILM LIBRARY

363	BULLETIN BOARDS—AN EFFECTIVE TEACHING DEVICE A-3	(All Levels)	
473	DEVELOPING READING MATURITY - COMPREHENSION	jh,sh	A-30
470	" " " - CRITICAL EVALUATION	"	"
471	" " " - INTERPRETING MEANING	"	"
469	" " " - THE MATURE READER	"	A-31
472	" " " - UNDERSTANDING STYLE	"	"
A-112	EFFECTIVE LISTENING	jh,sh	A-7
226	GROUP DISCUSSION	jh,sh	A-10
310,311	HOW TO USE A CLASSROOM FILM (In-service)		G-11
A-195	LANGUAGE AND COMMUNICATION *on our list	jh,sh	A-12 SS-23
A-11	LEARNING TO UNDERSTAND CHILDREN (In-service)		G-14
B-121, B-122	NEW DIMENSIONS THROUGH TEACHING FILMS (In-service)		G-15

407	TO SPEAK WITH FRIENDS	28 min. B & W
B-158	FOREIGN LANGUAGE TEACHING	30 min. Color

Professional Films in Library of

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PRINCIPLES AND METHODS OF TEACHING A SECOND LANGUAGE Produced by the Modern Language Association of America and Teaching Film Custodians, Inc.	16 mm.,15 reels, B & W

1. "The Nature of Language and How It Is Learned"
2. "The Sounds of Language"
3. "The Organization of Language"
4. "Words and Their Meaning"
5. "Modern Techniques in Language Teaching"

See other teaching films listed under Professional Films and Tapes, SOURCE MATERIALS FOR SECONDARY SCHOOL TEACHERS OF FOREIGN LANGUAGES, O. E.